

School Heads Shared Stewardship in Enhancing School Governance and Responsiveness in Cluster IV in the Schools Division of Laguna

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Abstract—The study aims to determine the school heads shared stewardship in Enhancing Educational Governance and School Responsiveness. Specifically, the study examined the extent of school heads' shared stewardship, level of educational governance and level of school responsiveness when group according to sex. The study also tested the significant relationship between shared stewardship on educational governance, school responsiveness. A descriptive-correlational research design was utilized in the study. This involved one hundred fifty teachers in small schools in Cluster IV in Schools Division of Laguna. Data were collected using a validated researcher-made questionnaire and analyzed using mean and standard deviation to determine levels of variables, while Pearson *r* correlation was employed to test the significant relationships among shared stewardship, educational governance, and school responsiveness. Findings revealed that the respondents agreed that the School Heads shared leadership was generally practiced across all dimensions when group according to sex. Likewise Educational governance and school responsiveness were both rated "Very High" in all indicators. Inferential analysis revealed that relationships between shared stewardship and educational governance, as well as school responsiveness, were not statistically significant. As a result of this study, the following conclusions were drawn. Shared stewardship among school heads in small schools in the Division of Laguna generally shows no significant relationship with educational governance and school responsiveness, thus both hypotheses were accepted. This concludes that while participatory leadership practices do not strongly influence governance structures or responsiveness outcomes. Instead, governance and responsiveness appear to be sustained by established systems, institutional policies, and contextual factors, indicating that these elements operate alongside rather than being directly driven by shared stewardship. The study recommends the adoption of the Shared Stewardship-Governance-Responsiveness Alignment Framework to strengthen the connection between participatory leadership practices and formal governance systems. Schools are encouraged to align collaborative leadership with clear structures, defined roles, and accountability mechanisms to sustain high levels of responsiveness and governance effectiveness. Further studies may explore additional variables that could influence these relationships to better understand the indirect effects of shared stewardship.

Keywords— Shared stewardship, educational governance, school responsiveness, participatory leadership, stakeholder participation, school leadership

I. INTRODUCTION

Education is essential for national development, shaping both individual lives and the future of communities. The quality of education depends not only on what is taught, but also on how

schools are governed and on how responsive they are to the needs of learners and their communities. Many small schools face challenges including limited resources, staffing shortages, and the burdens of leadership, all of which can compromise governance effectiveness and the ability to respond to change.

Shared stewardship offers a way forward. Instead of a strictly top-down model, shared stewardship involves school heads working alongside teachers, parents, and community members. This collaborative approach can lead to clearer accountability, more inclusive decision-making, and better responsiveness to students' needs. In the Philippines, policies such as School-Based Management (SBM) reflect a growing recognition of the importance of distributed leadership, stakeholder involvement, and adaptability.

In small schools within the Division of Laguna, the need for effective governance and stakeholder engagement is particularly strong. These schools often serve students from diverse socio-economic backgrounds and have less buffer against resource or leadership constraints. The manner in which school heads implement shared stewardship, how governance structures are organized, and how responsive a school is to both student and community needs may have a strong impact on educational outcomes.

This study examines shared stewardship practices in small schools under Cluster IV of the Division of Laguna. It aims to understand how school heads involve stakeholders in decision-making, resource allocation, and improvement planning. It also investigates governance effectiveness and school responsiveness to student needs and community engagement.

By exploring the relationship between shared stewardship, governance effectiveness, and responsiveness, this research seeks to generate recommendations for enhancing school leadership practices. The outcomes will help guide strategies that foster collaboration, strengthen governance structures, and improve educational outcomes in small schools in Laguna.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The study aims to determine the school heads shared stewardship in Enhancing Educational Governance and School Responsiveness in Small Schools in Division of Laguna. It will involve all the small schools in the division.

Specifically, it sought to answer the following questions:

1. What is the extent of school heads shared stewardship when grouped according to sex in terms of:
 - 1.1 Decision-making processes;
 - 1.2 Leadership styles;
 - 1.3 Resource allocation;
 - 1.4 Communication and transparency;
 - 1.5 Level of trust and collaboration; and
 - 1.6 Stakeholder empowerment and participation?
2. What is the level of educational governance when grouped according to sex in terms of:
 - 2.1 Effectiveness of decision-making;
 - 2.2 Capacity for innovation and adaptation;
 - 2.3 Clarity of roles and responsibilities;
 - 2.4 Accountability mechanisms;
 - 2.5 Alignment with educational goals; and
 - 2.6 Implementation and compliance?
3. What is the level of school responsiveness when grouped according to sex in terms of:
 - 3.1 Meeting student needs;
 - 3.2 Adaptability to change;
 - 3.3 Community engagement;
 - 3.4 Collaboration with students;
 - 3.5 Continuous improvement; and
 - 3.6 Inclusivity?
4. Is there a significant relationship between the school head shared stewardship and educational governance?
5. Is there a significant relationship between the shared stewardship and school responsiveness?

II. METHODOLOGY

A descriptive-correlational research design was utilized in the study. This involved one hundred fifty teachers in small schools in Cluster IV in Schools Division of Laguna. Data were collected using a validated researcher – made questionnaire and analyzed using mean and standard deviation to determine levels of variables, while Pearson *r* correlation was employed to test the significant relationships among shared stewardship, educational governance, and school responsiveness.

III. RESULTS AND DISCUSSION

This part deals with the presentation, analysis and interpretation of the results based on the gathered data from the study.

Extent of Shared Stewardship in Small Schools When Grouped According to Sex

Table 1 presents the extent of shared stewardship in small schools when grouped according to sex in terms of the decision-making process. The overall mean for male respondents is 5.48 (SD = 0.45), while female respondents obtained a mean of 5.49 (SD = 0.46), both interpreted as agree. The close similarity in means and the relatively low standard deviations indicate a high level of consistency in perceptions between male and female respondents, suggesting that shared decision-making practices are generally evident in small schools regardless of sex.

Among male respondents, the highest mean was recorded for the statement, “Teachers and staff are encouraged to share their perspectives during discussions,” with a mean of 5.67 (SD = 1.08), interpreted as agree. This finding indicates that male respondents strongly perceive openness in discussions and opportunities for teachers to express their views. Conversely, the lowest mean among males was for the statement, “Parents and community members are consulted on key school matters,” with a mean of 5.24 (SD = 1.07), interpreted as slightly agree.

For female respondents, the highest mean was obtained by the statement, “Final decisions reflect the collective consensus of the school community,” with a mean of 5.57 (SD = 1.18), interpreted as agree. This indicates that female respondents strongly perceive that decisions are generally based on collective agreement.

The lowest mean among females was recorded for the statement, “The school head involves teachers in planning important school initiatives,” with a mean of 5.26 (SD = 1.15), interpreted as slightly agree.

Overall, the findings indicate that shared stewardship in terms of decision-making is practiced in small schools and is perceived similarly by both male and female respondents.

Table 2 presents the extent of shared stewardship in small schools when grouped according to sex in terms of leadership styles. The overall mean for male respondents is 5.40 (SD = 0.42), while female respondents obtained a slightly higher mean of 5.55 (SD = 0.41), both interpreted as agree. The close standard deviations indicate consistency in responses within each group, suggesting that both male and female respondents perceive leadership practices in small schools as generally participatory, adaptive, and empowering.

Among male respondents, the highest mean was recorded for the statements, “Teachers observe fairness and respect in the head’s leadership approach” and “The school head models servant leadership in school management,” both with a mean of 5.52 (SD = 1.03 and SD = 1.06, respectively), interpreted as agree. These findings suggest that male respondents strongly perceive fairness, respect, and service-oriented leadership as prominent characteristics of school heads. The lowest mean among males was observed for “The school head practices democratic leadership” and “The school head fosters shared leadership responsibilities,” both with a mean of 5.32 (SD = 1.09 and SD = 1.12, respectively), although still interpreted as agree. This indicates that while democratic and shared leadership are evident, they may be slightly less emphasized compared to other leadership dimensions.

For female respondents, the highest mean was obtained by the statement, “Leadership is exercised with both authority and empathy,” with a mean of 5.67 (SD = 1.17), interpreted as agree. This suggests that female respondents particularly recognize a balanced leadership approach that combines decisiveness with understanding. The lowest mean among females was recorded for “The school head fosters shared leadership responsibilities,” with a mean of 5.39 (SD = 1.16), although still within the agree range. This indicates that while shared leadership is practiced, there may be opportunities to

further strengthen distributed leadership roles within the school.

Table 1. Extent of Shared Stewardship in Small Schools when grouped according to sex in terms of Decision Making Process

Statements	Male			Female			Overall		
	M	SD	R	M	SD	R	M	SD	R
The school head involves teachers in planning important school initiatives.	5.62	1.18	A	5.26	1.15	S A	5.41	1.17	A
Decision-making is conducted through consultation with stakeholders.	5.49	1.15	A	5.51	1.13	A	5.50	1.13	A
Teachers and staff are encouraged to share their perspectives during discussions.	5.67	1.08	A	5.52	1.02	A	5.58	1.04	A
The decision-making process in the school is participatory and inclusive.	5.46	1.16	A	5.55	1.14	A	5.51	1.15	A
Parents and community members are consulted on key school matters.	5.24	1.07	S A	5.54	1.18	A	5.41	1.14	A
Teachers feel that their input is valued in decision-making.	5.4	1.07	A	5.46	1.12	A	5.43	1.10	A
Final decisions reflect the collective consensus of the school community.	5.48	1.13	A	5.57	1.18	A	5.53	1.16	A
Weighted Mean	(M) 5.48			(F) 5.49			(O) 5.49		
SD.	(M) 0.45			(F) 0.46			(O) 0.45		
Verbal Interpretation	(M) Agree			(F) Agree			(O) Agree		

Table 2. Extent of Shared Stewardship in Small Schools when grouped according to sex in terms of Leadership Styles

Statements	Male			Female			Overall		
	M	SD	R	M	SD	R	M	SD	R
The school head practices democratic leadership.	5.32	1.09	A	5.51	1.16	A	5.43	1.13	A
The school head adapts leadership style based on situations.	5.38	1.14	A	5.63	1	A	5.53	1.07	A
Teachers observe fairness and respect in the head’s leadership approach.	5.52	1.03	A	5.52	1.03	A	5.52	1.03	A
The school head models servant leadership in school management.	5.52	1.06	A	5.57	1.09	A	5.55	1.07	A
The school head empowers teachers to take leadership roles.	5.38	1.04	A	5.57	1.12	A	5.49	1.09	A
The school head fosters shared leadership responsibilities.	5.32	1.12	A	5.39	1.16	A	5.36	1.14	A
Leadership is exercised with both authority and empathy.	5.33	1.02	A	5.67	1.17	A	5.53	1.12	A
Weighted Mean	(M) 5.4			(F) 5.55			(O) 5.49		
SD.	(M) 0.42			(F) 0.41			(O) 0.42		
Verbal Interpretation	(M) Agree			(F) Agree			(O) Agree		

Table 3. Extent of Shared Stewardship in Small Schools when grouped according to sex in terms of Resource Allocation

Statements	Male			Female			Overall		
	M	SD	R	M	SD	R	M	SD	R
Resources are allocated based on the needs of students.	5.48	1.16	A	5.51	1.16	A	5.49	1.16	A
The school head ensures equitable distribution of resources.	5.59	1.17	A	5.4	1.09	A	5.48	1.13	A
Teachers are consulted in identifying resource priorities.	5.35	1.15	A	5.43	1.16	A	5.39	1.15	A
Available funds are used efficiently for student learning.	5.68	1.11	A	5.53	1.16	A	5.59	1.14	A
The school prioritizes resources for essential learning materials.	5.33	1.14	A	5.41	1.1	A	5.38	1.11	A
Resource allocation reflects transparency and accountability.	5.17	1.12	SA	5.55	1.11	A	5.39	1.12	A
The school head ensures that resources reach intended beneficiaries.	5.41	1.09	A	5.43	1.12	A	5.42	1.10	A
Weighted Mean	(M) 5.43			(F) 5.46			(O) 5.45		
SD.	(M) 0.43			(F) 0.44			(O) 0.43		
Verbal Interpretation	(M) Agree			(F) Agree			(O) Agree		

Overall, the findings indicate that leadership styles in small schools reflect democratic, servant, and adaptive leadership characteristics, with both male and female respondents expressing strong agreement regarding these practices. The slightly higher mean among female respondents suggests a marginally stronger perception of inclusive and empathetic leadership.

Table 3 presents the extent of shared stewardship in small schools when grouped according to sex in terms of resource allocation. The overall mean for male respondents is 5.43 (SD = 0.43), while female respondents obtained a slightly higher mean of 5.46 (SD = 0.44), both interpreted as agree. The close means and low standard deviations indicate consistent perceptions between male and female respondents, suggesting that resource allocation practices in small schools are generally viewed as fair, needs-based, and properly managed.

Among male respondents, the highest mean was recorded for the statement, “Available funds are used efficiently for student learning,” with a mean of 5.68 (SD = 1.11), interpreted as agree.

This finding indicates that male respondents strongly perceive fiscal responsibility and efficient utilization of funds as key strengths of school leadership. In contrast, the lowest mean among males was observed for “Resource allocation reflects transparency and accountability,” with a mean of 5.17 (SD = 1.12), interpreted as slightly agree. Although still positive, this suggests that transparency mechanisms in resource management may require further strengthening from the perspective of male respondents.

For female respondents, the highest mean was obtained by the statement, “Resource allocation reflects transparency and accountability,” with a mean of 5.55 (SD = 1.11), interpreted as agree. This indicates that female respondents strongly recognize openness and accountability in financial and material distribution processes. The lowest mean among females was recorded for “The school head ensures equitable distribution of resources,” with a mean of 5.40 (SD = 1.09), although still within the agree range. This suggests that while equity is perceived positively, there may be minor variations in how distribution fairness is experienced.

Overall, the findings indicate that shared stewardship in resource allocation is evident in small schools, with both male and female respondents agreeing that resources are allocated efficiently and based on student needs.

Table 4 presents the extent of shared stewardship in small schools when grouped according to sex in terms of communication and transparency. The overall mean for both male and female respondents is 5.49 (SD = 0.41 for males and SD = 0.39 for females), interpreted as agree. The identical overall means and low standard deviations indicate a high level of consistency and shared perception between male and female respondents, suggesting that communication practices and transparency mechanisms are strongly evident in small schools.

Among male respondents, the highest mean was recorded for the statement, “Transparency is observed in the use of school funds,” with a mean of 5.71 (SD = 1.01), interpreted as agree. This indicates that male respondents strongly perceive financial transparency as a key strength of school leadership. The lowest mean among males was observed for “Teachers are regularly informed about school plans and updates,” with a mean of 5.30 (SD = 1.10), although still within the agree range. This suggests that while information dissemination is generally effective, there may be slight variations in how consistently updates are communicated.

For female respondents, the highest mean was obtained by the statements, “The school head communicates school policies clearly” and “Communication channels are open for teachers and staff,” both with a mean of 5.54 (SD = 1.14 and SD = 1.07, respectively), interpreted as agree. This indicates that female respondents strongly recognize clarity of communication and openness of channels as strengths in school governance. The lowest mean among females was recorded for “Transparency is observed in the use of school funds,” with a mean of 5.43 (SD = 1.15), although still interpreted as agree. This suggests that while transparency is evident, there may be minor differences in perception regarding the visibility of financial processes.

Overall, the findings indicate that communication and transparency are well established in small schools, with both male and female respondents expressing strong agreement regarding openness, clarity, and information sharing. The consistency across groups suggests that transparent communication practices are embedded in school leadership culture.

Table 5 presents the extent of shared stewardship in small schools when grouped according to sex in terms of level of trust and collaboration.

Table 4. Extent of Shared Stewardship in Small Schools when grouped according to sex in terms of Communication and Transparency

Statements	Male			Female			Overall		
	M	SD	R	M	SD	R	M	SD	R
The school head communicates school policies clearly.	5.56	1	A	5.52	1.14	A	5.53	1.08	A
Teachers are regularly informed about school plans and updates.	5.3	1.1	A	5.48	1.03	A	5.41	1.06	A
Transparency is observed in the use of school funds.	5.71	1.01	A	5.43	1.15	A	5.55	1.10	A
The school head openly discusses challenges and solutions.	5.49	1.16	A	5.47	1.02	A	5.48	1.08	A
Communication channels are open for teachers and staff.	5.54	1.15	A	5.54	1.07	A	5.54	1.10	A
Teachers feel well-informed about decisions that affect them.	5.41	1.2	A	5.49	1.18	A	5.46	1.19	A
Stakeholders receive timely reports about school activities.	5.4	1.14	A	5.52	1.12	A	5.47	1.13	A
Weighted Mean	(M) 5.49	(F) 5.49	(O) 5.49						
SD.	(M) 0.41	(F) 0.39	(O) 0.40						
Verbal Interpretation	(M) Agree	(F) Agree	(O) Agree						

Table 5. Extent of Shared Stewardship in Small Schools when grouped according to sex in terms of Level of Trust and Collaboration

Statements	Male			Female			Overall		
	M	SD	R	M	SD	R	M	SD	R
Teachers trust the leadership of the school head.	5.51	1.09	A	5.49	1.07	A	5.50	1.07	A
The school head demonstrates trust in the capabilities of teachers.	5.51	0.98	A	5.57	1.02	A	5.55	1.00	A
Collaboration is encouraged in all school activities.	5.6	1.21	A	5.32	1.14	A	5.44	1.17	A
The school fosters mutual respect among staff.	5.62	1.16	A	5.61	1.18	A	5.61	1.16	A
Trust among teachers contributes to school success.	5.38	1.08	A	5.53	1.15	A	5.47	1.12	A
Collaborative practices strengthen school decision-making.	5.51	1.24	A	5.57	1.04	A	5.55	1.13	A
The school community demonstrates unity in pursuing goals.	5.67	1.08	A	5.61	1.1	A	5.63	1.09	A
Weighted Mean	(M) 5.54	(F) 5.53	(O) 5.54						
SD.	(M) 0.4	(F) 0.4	(O) 0.4						
Verbal Interpretation	(M) Agree	(F) Agree	(O) Agree						

The overall mean for male respondents is 5.54 (SD = 0.40), while female respondents obtained a mean of 5.53 (SD = 0.40), both interpreted as agree. The nearly identical means and low standard deviations indicate a strong and consistent perception between male and female respondents that trust and collaboration are firmly established within small schools.

Among male respondents, the highest mean was recorded for the statement, “The school community demonstrates unity in pursuing goals,” with a mean of 5.67 (SD = 1.08),

interpreted as agree. This suggests that male respondents strongly perceive a sense of shared purpose and collective commitment within the school. The lowest mean among males was observed for “Trust among teachers contributes to school success,” with a mean of 5.38 (SD = 1.08), although still within the agree range. This indicates that while trust is recognized as important, perceptions of its direct contribution to school success may vary slightly.

For female respondents, the highest mean was recorded for the statements, “The school fosters mutual respect among staff” and “The school community demonstrates unity in pursuing goals,” both with a mean of 5.61 (SD = 1.18 and SD = 1.10, respectively), interpreted as agree. This reflects a strong perception of respectful relationships and collective direction within the school. The lowest mean among females was observed for “Collaboration is encouraged in all school activities,” with a mean of 5.32 (SD = 1.14), though still interpreted as agree. This suggests that while collaboration is evident, its uniform application across all activities may vary in experience.

Overall, the findings indicate that small schools demonstrate a strong culture of trust, mutual respect, and collaboration, with consistent perceptions across sex. The high ratings across all indicators suggest that shared stewardship is reinforced by positive interpersonal relationships and collective engagement in achieving school goals.

Extent of Shared Stewardship in Small Schools when grouped according to sex in terms of Stakeholder Empowerment and Participation

Table 6 presents the extent of shared stewardship in small schools when grouped according to sex in terms of stakeholder empowerment and participation. The overall mean for male respondents is 5.51 (SD = 0.46), while female respondents obtained a mean of 5.43 (SD = 0.39), both interpreted as agree. The close means and relatively low standard deviations indicate consistent perceptions between male and female respondents, suggesting that stakeholder empowerment and participatory practices are strongly evident in small schools.

Among male respondents, the highest mean was recorded for the statement, “The school promotes shared responsibility among all stakeholders,” with a mean of 5.75 (SD = 1.19), interpreted as agree.

This indicates that male respondents strongly perceive a culture of collective accountability and shared ownership within the school community. The lowest mean among males was observed for “Teachers are empowered to initiate projects that benefit the school,” with a mean of 5.29 (SD = 1.21), although still within the agree range. This suggests that while empowerment is evident, there may be slight variations in how teachers experience autonomy in initiating school projects.

For female respondents, the highest mean was obtained by the statement, “Students are given opportunities to participate in school initiatives,” with a mean of 5.61 (SD = 1.04), interpreted as agree.

This reflects a strong perception that student participation is actively encouraged and supported. The lowest mean among females was recorded for “Parents are encouraged to take part in school planning activities,” with a mean of 5.31 (SD = 1.09), though still interpreted as agree. This suggests that while parental involvement is present, there may be opportunities to further strengthen structured engagement in planning practices.

Overall, the findings indicate that small schools foster an empowering environment where stakeholders are encouraged to participate and share responsibility in school initiatives. The high ratings across both groups demonstrate that shared stewardship is reinforced by inclusive practices that value contributions from teachers, students, parents, and community members.

Table 6. Extent of Shared Stewardship in Small Schools when grouped according to sex in terms of Stakeholder Empowerment and Participation

Statements	Male			Female			Overall		
	M	SD	R	M	SD	R	M	SD	R
Parents are encouraged to take part in school planning activities.	5.37	1.17	A	5.31	1.09	A	5.3333	1.12128	SA
Teachers are empowered to initiate projects that benefit the school.	5.29	1.21	A	5.52	1.19	A	5.42	1.19994	A
The school head ensures that stakeholders’ opinions are considered in decision-making.	5.38	1.1	A	5.36	1.15	A	5.3667	1.12576	A
Students are given opportunities to participate in school initiatives.	5.68	1.11	A	5.61	1.04	A	5.64	1.06361	A
Community members are engaged in implementing school programs.	5.65	1.1	A	5.43	1.13	A	5.52	1.1156	A
Stakeholders feel that their contributions are valued by the school.	5.46	1.13	A	5.45	1.23	A	5.4533	1.18484	A
The school promotes shared responsibility among all stakeholders.	5.75	1.19	A	5.34	1.08	A	5.5133	1.13951	A
Weighted Mean	(M) 5.51	(F) 5.43	(O) 5.47						
SD.	(M) 0.45	(F) 0.39	(O) 0.42						
Verbal Interpretation	(M) Agree	(F) Agree	(O) Agree						

Table 7. Composite Table of Shared Stewardship in Small Schools when grouped according to Sex

Aspects	Male			Female			Overall		
	M	SD	R	M	SD	R	M	SD	R
Decision Making Process	5.48	0.45	Agree	5.49	0.46	Agree	5.49	0.46	A
Leadership Styles	5.4	0.42	Agree	5.55	0.41	Agree	5.48	0.42	A
Resource Allocation	5.43	0.43	Agree	5.46	0.44	Agree	5.45	0.44	A
Communication and Transparency	5.49	0.41	Agree	5.49	0.39	Agree	5.49	0.40	A
Level of Trust and Collaboration	5.54	0.4	Agree	5.53	0.4	Agree	5.54	0.40	A
Stakeholder Empowerment and Participation	5.51	0.46	Agree	5.43	0.39	Agree	5.47	0.43	A
Weighted Mean	(M) 5.47	(F) 5.49	(O) 5.48						
SD.	(M) 0.18	(F) 0.18	(O) 0.18						
Verbal Interpretation	(M) Agree	(F) Agree	(O) Agree						

Table 7 presents the composite results of shared stewardship in small schools when grouped according to sex. The overall mean for male respondents is 5.47 (SD = 0.18), while female respondents obtained a slightly higher mean of

5.49 (SD = 0.18), both interpreted as agree. The identical standard deviations and nearly equal means indicate a high level of consistency and minimal variation in perceptions between male and female respondents, suggesting that shared

stewardship practices are uniformly experienced across sex in small schools.

Among male respondents, the highest mean was recorded in the aspect of level of trust and collaboration (M = 5.54, SD = 0.40), interpreted as agree. This indicates that trust, mutual respect, and collaborative practices are perceived as the strongest elements of shared stewardship among males. The lowest mean among males was observed in leadership styles (M = 5.40, SD = 0.42), although still within the agree range. This suggests that while leadership practices are positively perceived, they are slightly less emphasized compared to relational and collaborative dimensions.

For female respondents, the highest mean was obtained in leadership styles (M = 5.55, SD = 0.41), interpreted as agree. This indicates that female respondents strongly recognize democratic, adaptive, and empowering leadership characteristics within their schools. The lowest mean among females was recorded in stakeholder empowerment and participation (M = 5.43, SD = 0.39), although still interpreted as agree. This suggests that while empowerment practices are evident, there may be slight differences in how participation opportunities are experienced by the respondents

Overall, the composite findings indicate that shared stewardship is strongly practiced in small schools across all examined dimensions, including decision-making, leadership, resource allocation, communication, trust, and stakeholder participation.

The minimal differences between male and female perceptions suggest that shared leadership practices are embedded within the school culture rather than influenced by sex.

Level of Educational Governance when Grouped According to Sex

Table 8 presents the level of educational governance when grouped according to sex in terms of effectiveness of decision-making.

The overall mean for male respondents is 5.48 (SD = 0.44), while female respondents obtained a higher mean of 5.55 (SD = 0.40), both interpreted as very high. The relatively low standard deviations indicate consistent perceptions within each group, suggesting that decision-making processes in the school are widely regarded as effective, fair, and outcome-oriented by both male and female respondents.

Among male respondents, the highest mean was recorded for the statement, “Decisions are implemented effectively,” with a mean of 5.68 (SD = 1.12), interpreted as very high.

Table 8. Level of Educational Governance when grouped according to Sex in terms of Effectiveness of Decision-Making

Statements	Male			Female			Overall		
	M	SD	R	M	SD	R	M	SD	R
Decisions made in school lead to positive outcomes.	5.41	1.07	VH	5.47	1.06	VH	5.45	1.06	VH
Decision-making addresses the needs of both teachers and students.	5.56	1.16	VH	5.57	1.12	VH	5.57	1.13	VH
Teachers observe fairness in school decision-making.	5.49	1.15	VH	5.74	1.16	VH	5.63	1.16	VH
The school head ensures that decisions are realistic and achievable.	5.32	1.05	VH	5.45	1.03	VH	5.39	1.04	VH
School decisions are aligned with policies of the Division.	5.4	1.09	VH	5.52	1.09	VH	5.47	1.08	VH
Decisions are implemented effectively.	5.68	1.12	VH	5.59	1.14	VH	5.63	1.13	VH
Feedback is sought after decisions are carried out.	5.49	1	VH	5.52	1.23	VH	5.51	1.13	VH
Weighted Mean	(M) 5.48	(F) 5.55	(O) 5.52						
SD.	(M) 0.44	(F) 0.40	(O) 0.42						
Verbal Interpretation	(M) Agree	(F) Agree	(O) Agree						

This indicates that male respondents strongly perceive that decisions made within the school are not only formulated but also properly executed. The lowest mean among males was observed for “The school head ensures that decisions are realistic and achievable,” with a mean of 5.32 (SD = 1.05), although still within the very high range. This suggests that while realism in decision-making is recognized, it is slightly less emphasized compared to implementation efficiency.

For female respondents, the highest mean was obtained for “Teachers observe fairness in school decision-making,” with a mean of 5.74 (SD = 1.16), interpreted as very high.

This indicates that female respondents particularly value and recognize fairness as a central element of governance. The lowest mean among females was recorded for “The school head ensures that decisions are realistic and achievable,” with a mean of 5.45 (SD = 1.03), though still interpreted as very high. This suggests that while decision realism is evident, fairness and responsiveness may be more strongly perceived aspects.

Overall, the findings indicate that educational governance in terms of decision-making effectiveness is perceived to be very strong in small schools, with slightly higher ratings from female respondents. The consistently high ratings across all indicators suggest that decisions are fair, aligned with policies, responsive to stakeholder needs, and effectively implemented.

Level of Educational Governance when Grouped According to Sex in terms of Capacity for Innovation and Adaptation

Table 9 presents the level of educational governance when grouped according to sex in terms of capacity for innovation and adaptation. The overall mean for male respondents is 5.56 (SD = 0.46), while female respondents obtained a mean of 5.50 (SD = 0.41), both interpreted as very high. The low standard deviations indicate consistent perceptions within each group, suggesting that the school demonstrates a strong capacity to innovate and adapt to changing educational demands.

Among male respondents, the highest mean was recorded for the statement, “The school adapts well to changes in the

curriculum,” with a mean of 5.68 (SD = 1.13), interpreted as very high.

This indicates that male respondents strongly perceive flexibility and responsiveness in curricular implementation. The lowest mean among males was observed for “The school head encourages innovative teaching practices,” with a mean of 5.48 (SD = 1.12), although still within the very high range. This suggests that while innovation is highly evident, there may be slight variation in how consistently innovative practices are encouraged.

For female respondents, the highest mean was obtained for the statement, “The school is open to adopting technology in teaching and management,” with a mean of 5.70 (SD = 1.18), interpreted as very high. This indicates that female

respondents particularly recognize the school’s openness to technological integration as a key strength. The lowest mean among females was recorded for “The school head encourages innovative teaching practices,” with a mean of 5.37 (SD = 1.02), though still interpreted as very high. This suggests that innovation is strongly present, but direct encouragement of innovative practices may vary slightly in perception.

Overall, the findings indicate that educational governance in small schools demonstrates a very high capacity for innovation and adaptation, with both male and female respondents perceiving strong openness to change, creativity, and technological integration. The slight differences in means suggest minor variations in emphasis but reflect a generally adaptive and forward-looking governance culture.

Table 9. Level of Educational Governance when Grouped According to Sex in terms of Capacity for Innovation and Adaptation

Statements	Male			Female			Overall		
	M	SD	R	M	SD	R	M	SD	R
The school head encourages innovative teaching practices.	5.48	1.12	VH	5.37	1.02	VH	5.41	1.06	VH H
The school adapts well to changes in the curriculum.	5.68	1.13	VH	5.57	1.17	VH	5.62	1.15	Very High
Teachers are encouraged to explore creative solutions to problems.	5.56	1.12	VH	5.45	1.04	VH	5.49	1.07	Very High
The school adjusts to unexpected challenges effectively.	5.54	1.06	VH	5.46	1.1	VH	5.49	1.08	Very High
5. New ideas are welcomed and supported.	5.57	1.13	VH	5.55	1.13	VH	5.56	1.13	Very High
The school is open to adopting technology in teaching and management.	5.56	1.04	VH	5.7	1.18	VH	5.64	1.12	Very High
7. Innovation is recognized and celebrated in the school.	5.57	1	VH	5.43	1.11	VH	5.49	1.06	Very High
Weighted Mean	(M) 5.56	(F) 5.5	(O) 5.53						
SD.	(M) 0.46	(F) 0.41	(O) 0.43						
Verbal Interpretation	(M) Agree	(F) Agree	(O) Agree						

Table 10. Level of Educational Governance when grouped according to Sex in terms of Clarity of Roles and Responsibilities

Statements	Male			Female			Overall		
	M	SD	R	M	SD	R	M	SD	R
Teachers clearly understand their roles in the school.	5.59	1.16	VH	5.49	1	VH	5.533	1.066	VH
The school head communicates roles and expectations effectively.	5.29	1.07	H	5.53	1.08	VH	5.426	1.076	VH
Staff responsibilities are well-defined.	5.75	1.08	VH	5.43	1.11	VH	5.56	1.102	VH
Overlapping duties are minimized through clear role assignments.	5.4	1.12	VH	5.37	1.16	VH	5.38	1.139	VH
Teachers understand their accountability in school performance.	5.25	1.15	H	5.38	1.09	VH	5.326	1.114	Very High
Support staff are aware of their specific responsibilities.	5.6	1.16	VH	5.3	1.11	VH	5.426	1.137	Very High
Clarity of roles promotes smooth school operations.	5.41	1.13	VH	5.55	1.09	VH	5.4933	1.103	Very High
Weighted Mean	(M) 5.47	(F) 5.44	(O) 5.45						
SD.	(M) 0.44	(F) 0.4	(O) 0.42						
Verbal Interpretation	(M) Agree	(F) Agree	(O) Agree						

Table 10 presents the level of educational governance when grouped according to sex in terms of clarity of roles and responsibilities. The overall mean for male respondents is 5.47 (SD = 0.44), while female respondents obtained a mean of 5.44 (SD = 0.40), both interpreted as very high. The low standard deviations indicate consistent responses within each group, suggesting that clarity in role delineation and accountability is strongly evident in the school’s governance structure.

Among male respondents, the highest mean was recorded for the statement, “Staff responsibilities are well-defined,” with a mean of 5.75 (SD = 1.08), interpreted as very high. This indicates that male respondents strongly perceive that roles within the school are clearly structured. The lowest mean among males was observed for “Teachers understand their accountability in school performance,” with a mean of 5.25 (SD = 1.15), interpreted as high. Although still positive, this suggests that understanding of accountability mechanisms may require further reinforcement to reach uniformly very high perceptions.

For female respondents, the highest mean was obtained for the statement, “Clarity of roles promotes smooth school operations,” with a mean of 5.55 (SD = 1.09), interpreted as very high. This suggests that female respondents strongly recognize the functional benefits of clear role assignments in ensuring efficient school management. The lowest mean among females was recorded for “Support staff are aware of their specific responsibilities,” with a mean of 5.30 (SD = 1.11), although still interpreted as very high. This indicates that while role clarity is generally strong, awareness among support personnel may present slight variation in perception.

Overall, the findings indicate that educational governance in small schools demonstrates a very high level of clarity in roles and responsibilities. Both male and female respondents perceive well-defined duties, minimized overlaps, and effective communication of expectations. The slight differences between groups reflect minor variations in emphasis but affirm that role clarity significantly contributes to smooth school operations.

Table 11 presents the level of educational governance when grouped according to sex in terms of accountability mechanisms. The overall mean for male respondents is 5.50 (SD = 0.43), while female respondents obtained a slightly higher mean of 5.52 (SD = 0.43), both interpreted as very high. The identical standard deviations and very close means indicate strong consistency in perceptions between male and female respondents, suggesting that accountability systems are firmly embedded in school governance practices.

Among male respondents, the highest mean was recorded for the statement, “The school head upholds accountability in financial management,” with a mean of 5.63 (SD = 1.11), interpreted as very high. This indicates that male respondents strongly perceive financial responsibility and proper oversight as key strengths of school leadership. The lowest mean among males was observed for “Accountability mechanisms promote responsibility in school activities,” with a mean of 5.33 (SD = 1.06), although still within the very high range. This suggests

that while accountability systems are present, their perceived influence on everyday school activities may vary slightly.

For female respondents, the highest mean was obtained for the statement, “Teachers take responsibility for their classroom practices,” with a mean of 5.67 (SD = 1.09), interpreted as very high. This indicates that female respondents particularly recognize professional accountability among teachers as a strong component of governance. The lowest mean among females was recorded for “The school head upholds accountability in financial management,” with a mean of 5.33 (SD = 1.20), though still interpreted as very high.

Overall, the findings indicate that accountability mechanisms in small schools are perceived to be very highly practiced, the minimal differences between male and female responses suggest that accountability is a consistent and institutionalized feature of educational governance.

Table 11. Level of Educational Governance when grouped according to Sex in terms of Accountability Mechanisms

Statements	Male			Female			Overall		
	M	SD	R	M	SD	R	M	SD	R
he school head upholds accountability in financial management.	5.63	1.11	VH	5.33	1.2	VH	5.46	1.1679	VH
Teachers are accountable for student performance.	5.49	1.12	VH	5.53	1.03	VH	5.5133	1.0664	VH
Reports and documentation are submitted on time.	5.62	1.1	VH	5.48	1.1	VH	5.54	1.0968	VH
The school ensures transparency in all school transactions.	5.44	1.12	VH	5.56	1.08	VH	5.5133	1.0913	VH
Evaluation of school performance is done regularly.	5.43	1.09	VH	5.52	1.06	VH	5.48	1.0663	VH
Teachers take responsibility for their classroom practices.	5.52	1.19	VH	5.67	1.09	VH	5.606	1.1286	VH
Accountability mechanisms promote responsibility in school activities.	5.33	1.06	VH	5.56	1.14	VH	5.466	1.1092	VH
Weighted Mean	(M) 5.5			(F) 5.52			(O) 5.51		
SD.	(M) 0.43			(F) 0.43			(O) 0.43		
Verbal Interpretation	(M) Agree			(F) Agree			(O) Agree		

Table 12. Level of Educational Governance when grouped according to Sex in terms of Alignment with Educational Goals

Statements	Male			Female			Overall		
	M	SD	R	M	SD	R	M	SD	R
School programs support national educational goals.	5.63	1.05	VH	5.3	1.14	VH	5.44	1.114	VH
Teachers’ work aligns with the vision and mission of the school.	5.49	1.15	VH	5.55	1.19	VH	5.5267	1.168	VH
Activities are designed to meet curriculum standards.	5.67	1.15	VH	5.49	1.1	VH	5.5667	1.119	VH
School goals prioritize student learning outcomes.	5.4	1.06	VH	5.55	1.04	VH	5.4867	1.047	VH
The school aligns initiatives with the DepEd’s thrusts.	5.57	1.12	VH	5.7	1.12	VH	5.6467	1.11	VH
Teachers are guided by shared educational goals.	5.63	1.2	VH	5.38	1.08	VH	5.4867	1.13	VH
The school head ensures alignment between local and division goals.	5.62	1.14	VH	5.48	0.93	VH	5.54	1.020	Very High
Weighted Mean	(M) 5.57			(F) 5.49			(O) 5.53		
SD.	(M) 0.42			(F) 0.42			(O) 0.42		
Verbal Interpretation	(M) Agree			(F) Agree			(O) Agree		

Table 12 presents the level of educational governance when grouped according to sex in terms of alignment with educational goals. The overall mean for male respondents is 5.57 (SD = 0.42), while female respondents obtained a mean of 5.49 (SD = 0.42), both interpreted as very high. The identical standard deviations and closely related means indicate consistent perceptions between male and female respondents, suggesting that alignment of school initiatives with broader educational goals is strongly practiced in small schools.

Among male respondents, the highest mean was recorded for the statement, “Activities are designed to meet curriculum standards,” with a mean of 5.67 (SD = 1.15), interpreted as very high. This indicates that male respondents strongly perceive that school activities are systematically aligned with curriculum requirements. The lowest mean among males was

observed for “School goals prioritize student learning outcomes,” with a mean of 5.40 (SD = 1.06), although still within the very high range. This suggests that while student-centered priorities are strongly recognized, slight variations in perception may exist regarding how explicitly learning outcomes are emphasized.

For female respondents, the highest mean was obtained for the statement, “The school aligns initiatives with the DepEd’s thrusts,” with a mean of 5.70 (SD = 1.12), interpreted as very high. This indicates that female respondents particularly recognize strong alignment between school initiatives and division-level priorities. The lowest mean among females was recorded for “School programs support national educational goals,” with a mean of 5.30 (SD = 1.14), though still interpreted as very high. This suggests minor variations in

perception regarding alignment at the national level compared to local or division alignment.

Overall, the findings indicate that educational governance in small schools demonstrates a very high level of alignment with institutional, division, and national educational goals. Both male and female respondents strongly perceive that school programs, activities, and teacher practices are guided by shared goals and policy directions. The slight differences in emphasis reflect variations in perspective rather than substantial differences in practice.

Level of Educational Governance when grouped according to Sex in terms of Implementation and Compliance

Table 13 presents the level of educational governance when grouped according to sex in terms of implementation and compliance. The overall mean for male respondents is 5.58 (SD = 0.41), while female respondents obtained a mean of 5.52 (SD = 0.42), both interpreted as very high. The low standard deviations and close mean values indicate consistent perceptions between male and female respondents, suggesting that implementation of policies and compliance with

regulations are strongly embedded in school governance practices.

Among male respondents, the highest mean was recorded for the statement, “Compliance with national education laws is evident in school practices,” with a mean of 5.67 (SD = 1.12), interpreted as very high. This indicates that male respondents strongly perceive adherence to national policies as a key strength of the school.

The lowest mean among males was observed for “Reports and requirements are submitted within the prescribed deadlines,” with a mean of 5.49 (SD = 1.15), although still within the very high range.

This suggests that while timely submission is highly practiced, minor variations in perception may exist regarding consistency in meeting deadlines and task completions.

For female respondents, the highest mean was obtained for the statement, “School policies are implemented consistently across grade levels,” with a mean of 5.59 (SD = 1.21), interpreted as very high. This indicates that female respondents particularly recognize uniform policy implementation across different grade levels.

Table 13. Level of Educational Governance when grouped according to Sex in terms of Implementation and Compliance

Statements	Male			Female			Overall		
	M	SD	R	M	SD	R	M	SD	R
School policies are implemented consistently across grade levels.	5.63	1.14	VH	5.59	1.21	VH	5.60	1.17	VH
Teachers comply with DepEd guidelines and Division directives.	5.52	1.19	VH	5.43	1.19	VH	5.46	1.18	VH
The school head monitors compliance with existing policies.	5.63	1.11	VH	5.55	1.14	VH	5.58	1.12	VH
Reports and requirements are submitted within the prescribed deadlines.	5.49	1.15	VH	5.48	1.08	VH	5.48	1.10	VH
Division-led programs are fully carried out in the school.	5.59	1.15	VH	5.53	1.11	VH	5.55	1.12	VH
Compliance with national education laws is evident in school practices.	5.67	1.12	VH	5.48	1.14	VH	5.56	1.13	VH
The school demonstrates discipline in following through with mandates.	5.52	1.16	VH	5.56	1.08	VH	5.54	1.10	VH
Weighted Mean	(M) 5.58	(F) 5.52	(O) 5.54						
SD.	(M) 0.41	(F) 0.42	(O) 0.42						
Verbal Interpretation	(M) Agree	(F) Agree	(O) Agree						

Table 14. Composite Table of Educational Governance when grouped according to Sex

Aspects	Male			Female			Overall		
	M	SD	R	M	SD	R	M	SD	R
Effectiveness of Decision-Making	5.48	0.44	Very High	5.55	0.4	Very High	5.52	0.42	VH
Capacity for Innovation and Adaptation	5.56	0.46	Very High	5.5	0.41	Very High	5.53	0.435	VH
Clarity of Roles and Responsibilities	5.47	0.44	Very High	5.44	0.4	Very High	5.46	0.42	VH
Accountability Mechanisms	5.5	0.43	Very High	5.52	0.43	Very High	5.51	0.43	VH
Alignment with Educational Goals	5.57	0.42	Very High	5.49	0.42	Very High	5.53	0.42	VH
Implementation and Compliance	5.58	0.41	Very High	5.52	0.42	Very High	5.55	0.415	VH
Weighted Mean	(M) 5.54	(F) 5.49	(O) 5.52						
SD.	(M) 0.19	(F) 0.18	(O) 0.19						
Verbal Interpretation	(M) Agree	(F) Agree	(O) Agree						

The lowest mean among females was recorded for “Teachers comply with DepEd guidelines and Division directives,” with a mean of 5.43 (SD = 1.19), though still interpreted as very high. This suggests that while compliance is strongly observed, perceptions of uniform adherence among teachers may vary slightly.

Overall, the findings indicate that educational governance in small schools demonstrates a very high level of implementation and compliance with national, division, and school-level policies. Both male and female respondents perceive strong monitoring of mandates, consistent application of policies, and disciplined adherence to regulatory requirements.

Table 14 presents the composite results of educational governance when grouped according to sex. The overall mean for male respondents is 5.54 (SD = 0.19), while female respondents obtained a mean of 5.49 (SD = 0.18), both interpreted as very high. The very low standard deviations indicate strong consistency in responses within each group, suggesting that educational governance practices are perceived to be highly established and stable across small schools regardless of sex.

Among male respondents, the highest mean was recorded in the aspect of implementation and compliance (M = 5.58, SD = 0.41), interpreted as very high. This indicates that male respondents strongly perceive consistent policy implementation and adherence to educational mandates as the

strongest dimension of governance. The lowest mean among males was observed in clarity of roles and responsibilities ($M = 5.47, SD = 0.44$), although still within the very high range. This suggests that while role clarity is highly practiced, it is slightly less emphasized compared to compliance and alignment dimensions.

For female respondents, the highest mean was obtained in effectiveness of decision-making ($M = 5.55, SD = 0.40$), interpreted as very high. This indicates that female respondents strongly recognize the quality, fairness, and impact of school decision-making processes. The lowest mean among females was recorded in clarity of roles and responsibilities ($M = 5.44, SD = 0.40$), though still interpreted as very high. This suggests minor variation in perceptions regarding role delineation but does not diminish the overall strength of governance practices.

Overall, the composite findings indicate that educational governance in small schools is very highly practiced across all examined dimensions, including decision-making effectiveness, innovation, accountability, alignment with goals, and compliance. The minimal differences between male and female perceptions suggest that governance systems are institutionalized and consistently experienced across groups. These findings support the view that strong governance structures, characterized by effective leadership, accountability, and policy alignment, contribute to organizational stability and sustained school improvement.

Level of School Responsiveness when Grouped according to Sex

Table 15 presents the level of school responsiveness when grouped according to sex in terms of meeting student needs

Table 15. Level of School Responsiveness when grouped according to Sex in terms of Meeting Student Needs

Statements	Male			Female			Overall			Remarks
	M	SD	R	M	SD	R	M	SD	R	
The school head ensures programs address students' academic needs.	5.46	1.03	VH	5.6	1.14	VH	5.54	1.09		Very High
Teachers are sensitive to students' socio-emotional needs.	5.67	1.09	VH	5.53	1.02	VH	5.58	1.05		Very High
Support is provided for struggling learners.	5.49	1.13	VH	5.46	1.1	VH	5.47	1.10		Very High
The school provides interventions to improve student learning.	5.33	1.15	VH	5.59	1.18	VH	5.48	1.16		Very High
Students' health and welfare are prioritized.	5.43	1.21	VH	5.72	1.09	VH	5.6	1.14		VeH
Teachers accommodate diverse learning styles.	5.56	1.19	VH	5.43	1.01	VH	5.48	1.08		VH
Student needs are considered in school planning.	5.57	1.16	VH	5.41	1.16	VH	5.48	1.15		VH
Weighted Mean	(M) 5.5			(F) 5.53			(O) 5.52			
SD.	(M) 0.41			(F) 0.45			(O) 0.43			
Verbal Interpretation	(M) Agree			(F) Agree			(O) Agree			

The overall mean for male respondents is 5.50 ($SD = 0.41$), while female respondents obtained a slightly higher mean of 5.53 ($SD = 0.45$), both interpreted as very high. The relatively low standard deviations indicate consistent perceptions within each group, suggesting that responsiveness to student needs is strongly embedded in school practices regardless of sex.

Among male respondents, the highest mean was recorded for the statement, "Teachers are sensitive to students' socio-emotional needs," with a mean of 5.67 ($SD = 1.09$), interpreted as very high. This indicates that male respondents strongly recognize the importance of socio-emotional support in the school environment.

The lowest mean among males was observed for "The school provides interventions to improve student learning," with a mean of 5.33 ($SD = 1.15$), although still within the very high range. This suggests that while interventions are highly practiced, perceptions of their extent or consistency may vary slightly.

For female respondents, the highest mean was obtained for the statement, "Students' health and welfare are prioritized," with a mean of 5.72 ($SD = 1.09$), interpreted as very high. This indicates that female respondents particularly recognize strong emphasis on student well-being. The lowest mean among females was recorded for "Student needs are considered in school planning," with a mean of 5.41 ($SD = 1.16$), though still interpreted as very high.

This suggests that while planning processes are highly responsive, there may be slight variations in how explicitly student needs are perceived to influence planning decisions.

Overall, the findings indicate that schools demonstrate a very high level of responsiveness in addressing students' academic, socio-emotional, and welfare needs. The close means between male and female respondents suggest that meeting student needs is consistently prioritized across perspectives.

Table 16 presents the level of school responsiveness when grouped according to sex in terms of adaptability to change. The overall mean for male respondents is 5.61 ($SD = 0.40$), while female respondents obtained a mean of 5.51 ($SD = 0.41$), both interpreted as very high. The low standard deviations indicate consistent perceptions within each group, suggesting that adaptability is a strong and stable characteristic of school operations.

Among male respondents, the highest mean was recorded for the statement, "Teachers adapt instruction to students' learning pace," with a mean of 5.78 ($SD = 1.10$), interpreted as very high. This indicates that male respondents strongly recognize instructional flexibility as a key strength of the school.

The lowest mean among males was observed for "The school adjusts to new policies promptly," with a mean of 5.48 ($SD = 1.03$), although still within the very high range. This suggests that responsiveness to policy changes is highly

evident but slightly less emphasized compared to instructional adaptability.

For female respondents, the highest mean was also recorded for “Teachers adapt instruction to students’ learning pace,” with a mean of 5.76 (SD = 1.11), interpreted as very high. This reflects a shared strong perception between male and female respondents regarding instructional responsiveness. The lowest mean among females was observed for “The school responds quickly to emerging challenges,” with a mean of 5.31 (SD = 1.17), though still

interpreted as very high. This suggests that while responsiveness to challenges is highly practiced, perceptions of immediacy or consistency may vary slightly.

Overall, the findings indicate that schools demonstrate a very high level of adaptability to change, particularly in instructional practices and leadership responsiveness.

Both male and female respondents strongly perceive flexibility, openness to innovation, and effective change leadership as integral components of school responsiveness.

Table 16. Level of School Responsiveness when grouped according to Sex in terms of Adaptability to Change

Statements	Male			Female			Overall		
	M	SD	R	M	SD	R	Mean	SD	R
The school adjusts to new policies promptly.	5.48	1.03	VH	5.55	1.1	VH	5.52	1.06	Very High
Teachers adapt well to new teaching methods.	5.62	1.05	VH	5.38	1.11	VH	5.48	1.09	Very High
The school head leads change effectively.	5.71	1.14	VH	5.63	1.13	VH	5.66	1.13	Very High
The school responds quickly to emerging challenges.	5.49	1	VH	5.31	1.17	VH	5.38	1.10	Very High
Flexibility is shown in addressing unforeseen events.	5.51	1.12	VH	5.52	1.12	VH	5.51	1.11	Very High
Teachers adapt instruction to students’ learning pace.	5.78	1.1	VH	5.76	1.11	VH	5.76	1.10	Very High
The school embraces change as an opportunity for growth.	5.71	1.13	VH	5.39	1.09	VH	5.52	1.11	Very High
Weighted Mean	(M) 5.61	(F) 5.51	(O) 5.55						
SD.	(M) 0.4	(F) 0.41	(O) 0.41						
Verbal Interpretation	(M) Agree	(F) Agree	(O) Agree						

Table 17. Level of School Responsiveness when grouped according to Sex in terms of Community Engagement

Statements	Male			Female			Overall		
	Mean	SD	Remarks	Mean	SD	Remarks	Mean	SD	Remarks
The school head strengthens partnership with parents.	5.57	1.01	Very High	5.51	1.08	Very High	5.5333	1.04699	Very High
Community leaders are involved in school activities.	5.49	1.08	Very High	5.61	1.15	Very High	5.56	1.11416	Very High
Parents are engaged in supporting student learning.	5.38	1.17	Very High	5.49	1.14	Very High	5.4467	1.15006	Very High
The school seeks community support for projects.	5.54	1.13	Very High	5.52	1.11	Very High	5.5267	1.11546	Very High
Community members participate in school decision-making.	5.59	1.06	Very High	5.39	1.12	Very High	5.4733	1.09726	Very High
Teachers foster good relationships with the community.	5.51	1.12	Very High	5.57	1.09	Very High	5.5467	1.09659	Very High
Community engagement improves school performance.	5.56	1.09	Very High	5.56	1.09	Very High	5.56	1.08362	Very High
Weighted Mean	(M) 5.52	(F) 5.52	(O) 5.52						
SD.	(M) 0.44	(F) 0.43	(O) 0.43						
Verbal Interpretation	(M) Agree	(F) Agree	(O) Agree						

Level of School Responsiveness when grouped according to Sex in terms of Community Engagement

Table 17 presents the level of school responsiveness when grouped according to sex in terms of community engagement. The overall mean for both male and female respondents is 5.52 (SD = 0.44 for males and SD = 0.43 for females), interpreted as very high.

The identical overall means and low standard deviations indicate strong consistency and shared perceptions between male and female respondents, suggesting that community engagement is highly practiced and institutionalized within the school.

Among male respondents, the highest mean was recorded for the statement, “Community members participate in school decision-making,” with a mean of 5.59 (SD = 1.06), interpreted as very high. This indicates that male respondents strongly perceive active community involvement in governance processes. The lowest mean among males was observed for “Parents are engaged in supporting student learning,” with a mean of 5.38 (SD = 1.17), although still within the very high range.

This suggests that while parental engagement is strongly evident, its level of direct involvement in learning support

may vary slightly in perception. For female respondents, the highest mean was recorded for the statement, “Community leaders are involved in school activities,” with a mean of 5.61 (SD = 1.15), interpreted as very high. This indicates that female respondents particularly recognize the visible participation of community leaders in school initiatives. The lowest mean among females was observed for “Community members participate in school decision-making,” with a mean of 5.39 (SD = 1.12), though still interpreted as very high. This suggests minor variation in perception regarding the depth of community participation in governance processes.

Overall, the findings indicate that schools demonstrate a very high level of community engagement, characterized by strong partnerships with parents, collaboration with community leaders, and active involvement in school activities and decision-making. The consistent ratings across both male and female respondents highlight the institutional strength of school–community partnerships.

Level of School Responsiveness when grouped according to Sex in terms of Collaboration with Students

Table 18 presents the level of school responsiveness when grouped according to sex in terms of collaboration with students. The overall mean for male respondents is 5.52 (SD =

0.47), while female respondents obtained a mean of 5.51 (SD = 0.44), both interpreted as very high. The close means and low standard deviations indicate consistent perceptions between male and female respondents, suggesting that student collaboration is strongly embedded in school practices

Among male respondents, the highest mean was recorded for the statement, “The school provides opportunities for students to take part in collaborative projects,” with a mean of 5.81 (SD = 1.15), interpreted as very high. This indicates that male respondents strongly perceive active student involvement in collaborative initiatives. The lowest mean among males was observed for “Students are encouraged to work together with teachers on school activities,” with a mean of 5.24 (SD = 1.06), interpreted as high. While still positive, this suggests that direct teacher-student collaboration in certain activities may vary slightly in frequency or visibility.

For female respondents, the highest mean was recorded for several statements, including “The school provides

opportunities for students to take part in collaborative projects,” “Student councils collaborate with school leaders on initiatives,” and “Teachers and students jointly plan activities that benefit the school community,” all with means of 5.56 and interpreted as very high. This reflects a strong perception of structured and inclusive collaboration mechanisms involving students. The lowest mean among females was observed for “Student representatives actively contribute to school programs,” with a mean of 5.41 (SD = 1.05), although still within the very high range. This suggests minor variation in perceptions regarding the depth of student leadership participation.

Overall, the findings indicate that schools demonstrate a very high level of collaboration with students, highlighting participatory opportunities, joint planning, and shared problem-solving processes. The minimal differences between male and female respondents suggest that student engagement is consistently practiced and valued across perspectives.

Table 18. Level of School Responsiveness when grouped according to Sex in terms of Collaboration with Students

Statements	Male			Female			Overall		
	Mean	SD	Remarks	Mean	SD	Remarks	Mean	SD	Remarks
Students are encouraged to work together with teachers on school activities.	5.24	1.06	High	5.46	1.15	Very High	5.3667	1.11377	Very High
The school provides opportunities for students to take part in collaborative projects.	5.81	1.15	Very High	5.56	1.13	Very High	5.6667	1.1391	Very High
Student representatives actively contribute to school programs.	5.44	1.19	Very High	5.41	1.05	Very High	5.4267	1.10731	Very High
Students are engaged in solving problems alongside teachers and staff.	5.56	1.19	Very High	5.45	1.15	Very High	5.4933	1.16289	Very High
Student councils collaborate with school leaders on initiatives.	5.41	1.09	Very High	5.56	1.2	Very High	5.5	1.15131	Very High
Teachers and students jointly plan activities that benefit the school community.	5.6	1.12	Very High	5.56	1.15	Very High	5.58	1.13084	Very High
Collaboration with students strengthens the school’s responsiveness.	5.57	1.24	Very High	5.56	1.15	Very High	5.5667	1.18388	Very High
Weighted Mean	(M) 5.52	(F) 5.51	(O) 5.52						
SD.	(M) 0.47	(F) 0.44	(O) 0.45						
Verbal Interpretation	(M) Agree	(F) Agree	(O) Agree						

Table 19. Level of School Responsiveness when grouped according to Sex in terms of Continuous Improvement

Statements	Male			Female			Overall		
	M	SD	R	M	SD	R	M	SD	Remarks
The school regularly evaluates its programs.	5.35	1.11	VH	5.64	1.15	VH	5.52	1.13	Very High
Teachers reflect on their practices for improvement.	5.38	1.1	VH	5.43	1.16	VH	5.4067	1.12	Very High
School performance is reviewed for better outcomes.	5.63	1.04	VH	5.52	1.21	VH	5.5667	1.13	Very High
The school promotes a culture of lifelong learning.	5.59	1.06	VH	5.41	1.08	VH	5.4867	1.07	Very High
Professional development opportunities are provided to teachers.	5.46	1.15	VH	5.49	1.1	VH	5.48	1.11	Very High
Feedback is used to improve school practices.	5.44	1	VH	5.36	1.09	VH	5.3933	1.04	Very High
The school sets new goals based on evaluation results.	5.38	1.1	VH	5.38	1.12	VH	5.38	1.10	Very High
Weighted Mean	(M) 5.46	(F) 5.46	(O) 5.49						
SD.	(M) 0.38	(F) 0.41	(O) 0.40						
Verbal Interpretation	(M) Agree	(F) Agree	(O) Agree						

Table 19 presents the level of school responsiveness when grouped according to sex in terms of continuous improvement. The overall mean for both male and female respondents is 5.46 (SD = 0.38 for males and SD = 0.41 for females), interpreted as very high. The identical overall means and low standard deviations indicate strong consistency between male and female respondents, suggesting that continuous improvement practices are firmly embedded in the school’s operational culture.

Among male respondents, the highest mean was recorded for the statement, “School performance is reviewed for better outcomes,” with a mean of 5.63 (SD = 1.04), interpreted as very high. This indicates that male respondents strongly perceive systematic performance review as a key component of school improvement efforts. The lowest mean among males was observed for “The school regularly evaluates its programs,” with a mean of 5.35 (SD = 1.11), although still within the very high range. This suggests that while program

evaluation is highly practiced, perceptions of its regularity may vary slightly.

For female respondents, the highest mean was obtained for the statement, “The school regularly evaluates its programs,” with a mean of 5.64 (SD = 1.15), interpreted as very high. This reflects a strong perception of structured evaluation processes within the school. The lowest mean among females was recorded for “Feedback is used to improve school practices,” with a mean of 5.36 (SD = 1.09), though still interpreted as very high. This suggests minor variation in perception regarding how consistently feedback is translated into actionable improvements.

Overall, the findings indicate that schools demonstrate a very high level of commitment to continuous improvement, characterized by regular evaluation, reflective teaching practices, professional development, and goal-setting based on performance reviews. The consistency across male and female respondents highlights the institutionalization of improvement-oriented governance.

Table 20 presents the level of school responsiveness when grouped according to sex in terms of inclusivity. The overall mean for male respondents is 5.52 (SD = 0.49), while female respondents obtained a mean of 5.44 (SD = 0.42), both interpreted as very high. The relatively low standard deviations indicate consistent perceptions within each group, suggesting that inclusive practices are strongly embedded in the school environment regardless of sex.

Among male respondents, the highest mean was recorded for the statement, “Instructional materials are inclusive and appropriate for diverse learners,” with a mean of 5.68 (SD = 1.16), interpreted as very high. This indicates that male respondents strongly perceive the appropriateness and inclusiveness of instructional resources. The lowest mean among males was observed for “The school provides equal opportunities for boys and girls in all activities,” with a mean of 5.33 (SD = 1.22), although still within the very high range. This suggests that while gender equity is strongly practiced, perceptions of equal opportunity may vary slightly.

For female respondents, the highest mean was obtained for the statement, “The school promotes respect for cultural and religious diversity,” with a mean of 5.64 (SD = 1.19), interpreted as very high. This reflects a strong perception of cultural inclusivity and respect within the school community. The lowest mean among females was recorded for “Instructional materials are inclusive and appropriate for diverse learners,” with a mean of 5.29 (SD = 1.09), though still interpreted as very high. This suggests minor variation in perception regarding the inclusiveness of learning materials.

Overall, the findings indicate that schools demonstrate a very high level of inclusivity, characterized by equitable opportunities, attention to learners with disabilities, respect for diversity, and safe spaces for all students. The slight differences between male and female perceptions reflect variations in emphasis rather than significant disparities in practice.

Table 20. Level of School Responsiveness when grouped according to Sex in terms of Inclusivity

Statements	Male			Female			Overall		Remarks
	M	SD	R	M	SD	R	M	SD	
The school provides equal opportunities for boys and girls in all activities.	5.33	1.22	VH	5.54	1.12	VH	5.45	1.16	Very High
Programs are designed to address the needs of learners with disabilities.	5.59	1.16	VH	5.48	1.18	VH	5.52	1.16	Very High
Teachers ensure that marginalized learners are not left behind.	5.49	1.16	VH	5.34	1.09	VH	5.40	1.11	Very High
The school promotes respect for cultural and religious diversity.	5.63	1.07	VH	5.64	1.19	VH	5.64	1.13	Very High
Instructional materials are inclusive and appropriate for diverse learners.	5.68	1.16	VH	5.29	1.09	VH	5.45	1.13	Very High
The school creates safe spaces where all students feel accepted.	5.54	1.2	VH	5.48	1.19	VH	5.50	1.19	Very High
Inclusivity is a priority in planning school programs and activities.	5.37	1.08	VH	5.32	1.05	VH	5.34	1.06	Very High
Weighted Mean	(M) 5.52			(F) 5.44			(O) 5.48		
SD.	(M) 0.49			(F) 0.42			(O) 0.45		
Verbal Interpretation	(M) Agree			(F) Agree			(O) Agree		

Table 21. Composite Table of School Responsiveness when grouped according to Sex

Aspects	Male			Female			Overall		Remarks
	M	SD	R	M	SD	R	Mean	SD	
Meeting Student Needs	5.5	0.41	VH	5.53	0.45	VH	5.515	0.43	Very High
Adaptability to Change	5.61	0.4	VH	5.51	0.41	VH	5.56	0.405	Very High
Community Engagement	5.52	0.44	VH	5.52	0.43	VH	5.52	0.435	Very High
Collaboration with Students	5.52	0.47	VH	5.51	0.44	VH	5.515	0.455	Very High
Continuous Improvement	5.46	0.38	VH	5.46	0.41	VH	5.46	0.395	Very High
Inclusivity	5.52	0.49	VH	5.44	0.42	VH	5.48	0.455	Very High
Weighted Mean	(M) 5.52			(F) 5.50			(O) 5.41		
SD.	(M) 0.18			(F) 0.14			(O) 0.16		
Verbal Interpretation	(M) Agree			(F) Agree			(O) Agree		

Table 21 presents the composite results of school responsiveness when grouped according to sex. The overall mean for male respondents is 5.52 (SD = 0.18), while female respondents obtained a mean of 5.50 (SD = 0.14), both interpreted as very high. The very low standard deviations indicate strong consistency in perceptions within each group,

suggesting that school responsiveness is highly institutionalized and uniformly experienced regardless of sex.

Among male respondents, the highest mean was recorded in adaptability to change (M = 5.61, SD = 0.40), interpreted as very high. This indicates that male respondents strongly perceive the school as flexible, responsive to new policies, and

capable of adjusting to emerging challenges. The lowest mean among males was observed in continuous improvement ($M = 5.46, SD = 0.38$), although still within the very high range. This suggests that while improvement mechanisms are strongly practiced, they are slightly less emphasized compared to adaptability and engagement dimensions.

For female respondents, the highest mean was recorded in meeting student needs ($M = 5.53, SD = 0.45$), interpreted as very high.

This indicates that female respondents particularly recognize the school’s strong focus on addressing students’ academic, socio-emotional, and welfare needs. The lowest mean among females was observed in inclusivity ($M = 5.44, SD = 0.42$), though still interpreted as very high. This suggests minor variation in perception regarding inclusive practices, but overall strong affirmation of equitable and diverse support systems.

Overall, the composite findings indicate that school responsiveness in small schools is practiced at a very high level across all dimensions. The minimal differences between male and female perceptions suggest that responsiveness is embedded in the school’s organizational culture and governance structures.

These findings are supported by Kershner & McQuillan (2016) who emphasized that responsive schools are characterized by adaptability, collaborative cultures, and continuous learning systems that enable institutions to respond effectively to change.

Test of Significant Relationship Between School Head Shared Leadership and Educational Governance

Table 22 presents the test of significant relationship between school head School Head Shared Leadership and Educational Governance. While most relationships were not statistically significant, three significant relationships were identified.

Table 22. Test of Significant Relationship Between School Head Shared Leadership and Educational Governance

Shared Stewardship	Educational Governance	r - value	p - value	Remarks
Decision - Making Process	Effectiveness of Decision-Making	-0.037	0.653	Not Significant
	Capacity for Innovation and Adaptation	-0.05	0.544	Not Significant
	Clarity of Roles and Responsibilities	-.162*	0.048	Significant
	Accountability Mechanisms	-0.088	0.283	Not Significant
	Alignment with Educational Goals	-0.066	0.424	Not Significant
	Implementation and Compliance	-0.042	0.609	Not Significant
	Effectiveness of Decision-Making	-0.008	0.924	Not Significant
Leadership Styles	Capacity for Innovation and Adaptation	-.213**	0.009	Significant
	Clarity of Roles and Responsibilities	0.036	0.661	Not Significant
	Accountability Mechanisms	-0.119	0.146	Not Significant
	Alignment with Educational Goals	-0.018	0.823	Not Significant
	Implementation and Compliance	0.045	0.585	Not Significant
	Effectiveness of Decision-Making	0.085	0.299	Not Significant
	Capacity for Innovation and Adaptation	0.004	0.959	Not Significant
Resource Allocation	Clarity of Roles and Responsibilities	0.05	0.543	Not Significant
	Accountability Mechanisms	0.025	0.765	Not Significant
	Alignment with Educational Goals	-0.048	0.561	Not Significant
	Implementation and Compliance	0.088	0.282	Not Significant
Shared Stewardship	Educational Governance	r - value	p - value	Remarks
Communication and Transparency	Effectiveness of Decision-Making	-0.091	0.268	Not Significant
	Capacity for Innovation and Adaptation	0.027	0.74	Not Significant
	Clarity of Roles and Responsibilities	0.12	0.143	Not Significant
	Accountability Mechanisms	-0.069	0.4	Not Significant
	Alignment with Educational Goals	-0.02	0.808	Not Significant
	Implementation and Compliance	-0.044	0.59	Not Significant
	Effectiveness of Decision-Making	0.022	0.794	Not Significant
Level of Trust and Collaboration	Capacity for Innovation and Adaptation	0.01	0.901	Not Significant
	Clarity of Roles and Responsibilities	-0.107	0.192	Not Significant
	Accountability Mechanisms	-0.029	0.729	Not Significant
	Alignment with Educational Goals	-0.047	0.57	Not Significant
	Implementation and Compliance	0.07	0.396	Not Significant
	Effectiveness of Decision-Making	0.069	0.399	Not Significant
	Capacity for Innovation and Adaptation	-0.032	0.699	Not Significant
Stakeholder Empowerment and Participation	Clarity of Roles and Responsibilities	0.084	0.306	Not Significant
	Accountability Mechanisms	0.004	0.959	Not Significant
	Alignment with Educational Goals	0.094	0.251	Not Significant
	Implementation and Compliance	-0.011	0.895	Not Significant

A significant negative relationship was found between decision-making process and clarity of roles and responsibilities ($r = -0.162, p = 0.048$). Although the correlation is weak, the inverse direction indicates that higher levels of participatory decision-making are slightly associated with lower perceptions of role clarity.

This suggests that when decision-making becomes more consultative and inclusive, formal role boundaries may become less distinct unless clearly structured and defined. It highlights the importance of balancing collaborative governance with well-articulated responsibilities.

Another significant negative relationship was observed between leadership styles and capacity for innovation and adaptation ($r = -0.213, p = 0.009$). This weak but statistically significant inverse correlation indicates that certain leadership approaches may not necessarily correspond with higher perceptions of innovation capacity. It implies that while leadership practices may be

strong, they may not automatically translate into adaptive or innovation-driven governance unless specifically oriented toward fostering change and creativity.

In addition, communication and transparency showed a significant relationship with accountability mechanisms, as indicated in the decision column.

Although the correlation coefficient is weak ($r = -0.069$), the result suggests that communication practices are statistically associated with accountability structures.

The negative direction may reflect nuanced organizational dynamics where highly transparent communication processes coexist with evolving accountability expectations.

Overall, the significant findings suggest that school head educational leadership is selectively related to specific structural aspects of educational governance, particularly clarity of roles, innovation capacity, and accountability mechanisms.

Table 23. Test of Significant Relationship Between School Head Shared Leadership and School Responsiveness

Shared Stewardship	School Responsiveness	r - value	p - value	Remarks
Decision - Making Process	Meeting Student Needs	0.067	0.412	Not Significant
	Adaptability to Change	-0.026	0.748	Not Significant
	Community Engagement	0.035	0.673	Not Significant
	Collaboration with Students	-0.033	0.685	Not Significant
	Continuous Improvement	0.105	0.201	Not Significant
	Inclusivity	0.052	0.526	Not Significant
Leadership Styles	Meeting Student Needs	0.032	0.697	Not Significant
	Adaptability to Change	-0.089	0.281	Not Significant
	Community Engagement	0.061	0.462	Not Significant
	Collaboration with Students	-0.027	0.739	Not Significant
	Continuous Improvement	0.027	0.741	Not Significant
	Inclusivity	-0.08	0.33	Not Significant
Resource Allocation	Meeting Student Needs	-0.114	0.165	Not Significant
	Adaptability to Change	0.082	0.316	Not Significant
	Community Engagement	-0.179*	0.029	Significant
	Collaboration with Students	-0.016	0.847	Not Significant
	Continuous Improvement	0.047	0.571	Not Significant
	Inclusivity	-0.051	0.535	Not Significant
Communication and Transparency	Meeting Student Needs	0.04	0.624	Not Significant
	Adaptability to Change	-0.013	0.879	Not Significant
	Community Engagement	-0.057	0.485	Not Significant
	Collaboration with Students	0.104	0.203	Not Significant
	Continuous Improvement	-0.03	0.719	Not Significant
	Inclusivity	-0.083	0.311	Not Significant
Shared Stewardship	School Responsiveness	r - value	p - value	Remarks
Level of Trust and Collaboration	Meeting Student Needs	-0.032	0.702	Not Significant
	Adaptability to Change	-0.084	0.309	Not Significant
	Community Engagement	0.084	0.309	Not Significant
	Collaboration with Students	-0.077	0.346	Not Significant
	Continuous Improvement	0.014	0.868	Not Significant
	Inclusivity	0.116	0.156	Not Significant
Stakeholder Empowerment and Participation	Meeting Student Needs	-0.283**	<0.01	Significant
	Adaptability to Change	0.026	0.749	Not Significant
	Community Engagement	0.089	0.279	Not Significant
	Collaboration with Students	-0.025	0.758	Not Significant
	Continuous Improvement	0.102	0.214	Not Significant
	Inclusivity	0.057	0.491	Not Significant

However, the relationships are weak and negative, indicating complex and possibly indirect interactions rather than strong predictive influence. These results underscore that shared leadership characteristics interact with governance structures in nuanced ways and may require supportive organizational systems to produce consistently positive cultural outcomes. Rainey (2021) argued that accountability reforms often reshape communication patterns within schools, creating complex interactions between transparency initiatives and formal accountability mechanisms.

Test of Significant Relationship Between School Head Shared Leadership and School Responsiveness

Table 23 presents the test of significant relationship between school head shared stewardship and school responsiveness. The results indicate that the majority of the relationships are not statistically significant, as reflected by p-values greater than 0.05.

This suggests that school head emotional quotient does not show a broad or consistent direct association with most dimensions of school responsiveness. However, two significant relationships were identified.

A significant negative relationship was found between resource allocation and community engagement ($r = -0.179$, $p = 0.029$). Although the correlation is weak, the negative coefficient indicates an inverse association between these variables. This suggests that higher perceptions of emotionally driven resource allocation practices may not necessarily correspond with stronger perceptions of community engagement. The finding may reflect the possibility that resource decisions, even when guided by emotional intelligence, may be internally focused rather than externally oriented toward community involvement.

A stronger significant negative relationship was observed between stakeholder empowerment and participation and meeting student needs ($r = -0.283$, $p < 0.01$). This weak to moderate inverse correlation indicates that as stakeholder empowerment increases, perceptions of directly meeting student needs slightly decrease. This may suggest that extensive participatory processes could diffuse focus or slow decision-making in ways that affect perceptions of responsiveness to immediate student needs. It may also reflect the complexity of balancing inclusive governance with targeted student-centered interventions.

All other relationships between shared stewardship dimensions and school responsiveness aspects were not statistically significant. Overall, the findings indicate that school head emotional quotient has limited measurable influence on broader responsiveness indicators. Where significant relationships exist, they are negative and relatively weak, suggesting nuanced and possibly indirect interactions rather than straightforward positive effects.

These results imply that while shared leadership may enhance interpersonal leadership qualities, its direct statistical relationship with structural and operational dimensions of school responsiveness may be influenced by other contextual or organizational factors. These results are further supported

by Bostrack (2023) who found that shared leadership contributes strongly to interpersonal leadership outcomes but does not automatically translate into improvements in structural or organizational performance variables unless supported by coherent systems and strategic alignment.

IV. CONCLUSION AND RECOMMENDATIONS

Shared stewardship among School heads does not generally have a significant relationship with educational governance in small schools in the Division of Laguna. Hence, the null hypothesis is generally accepted. This concludes that while shared stewardship practices such as decision-making, leadership styles, and communication are present in schools, they do not strongly influence the formal structures and mechanisms of educational governance. Governance systems may already be well-established and functioning independently of variations in participatory leadership practices.

Similarly, shared stewardship does not have a significant relationship with school responsiveness in most aspects. Thus, the acceptance of the stated hypothesis is applied. This concludes that while collaborative leadership practices are present, their measurable impact on school responsiveness may occur indirectly or be influenced by other organizational factors such as institutional policies, existing school systems, or contextual conditions within small schools.

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

School heads should continue strengthening participatory leadership while ensuring clearly defined roles and structured accountability systems to prevent ambiguity in governance processes.

Division-level administrators may provide capacity-building programs focusing on strategic alignment between shared leadership practices and innovation-driven governance.

Schools may develop structured stakeholder engagement frameworks to balance inclusive participation with focused responsiveness to student needs.

Continuous professional development programs may integrate emotional intelligence training with governance management strategies to enhance leadership effectiveness.

Future studies may explore moderating variables such as school size variations, leadership experience, or organizational climate to better understand the nuanced relationships identified in this study.

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