

Educational Leadership for Sustainable School Communities: Assessing Competencies and Practices of School Principals

Kathleen Gem Violeta Guevarra

kathleen.guevara@deped.gov.ph

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Abstract

This study explored the perceived relationship between school heads' competencies, leadership practices, and the sustainability of school communities in standalone senior high schools in the Division of Laguna. In particular, it assessed the extent of school heads' competencies, leadership practices, and the level of schools' sustainability. It also measured the significant difference in the perception of teachers concerning school heads' competencies, leadership practices, and schools' sustainability. The significant relationships between these variables were also tested. Additionally, it identified which specific competencies and leadership practices, singly or in combination, significantly predict sustainable school communities.

This study used a descriptive-correlational design to examine the relationship between school heads' competencies, leadership practices, and the sustainability of school communities. The respondents included one hundred ninety-two (192) teachers from fourteen (14) standalone senior high schools in Laguna, chosen via purposive sampling. Data were collected using self-made questionnaires.

Based on the presented and interpreted data, the respondents rated school heads' competencies, leadership practices, and the sustainability of school communities as very high. There were notable differences in teachers' perceptions of these aspects. Significant relationships were found between school heads' competencies and sustainability, as well as between leadership practices and sustainability. Additionally, some independent variables significantly predict the sustainability of school communities.

In conclusion, this research found significant differences in perceived school heads' competencies, leadership practices, and school sustainability. It also revealed a significant relationship between these factors and the sustainability of school communities, leading to the rejection of all hypotheses. These correlations underscore the importance of effective leadership and management in fostering sustainable school environments. Additionally, some independent variables significantly predict sustainability, further highlighting the critical role of school heads' competencies and leadership practices.

Based on the study's conclusions, several recommendations were made. School heads may articulate a clear vision for sustainability, encompassing environmental, social, and economic aspects, to inspire stakeholders. Schools may also establish clear metrics and benchmarks, regularly monitor progress, and celebrate achievements to ensure the effectiveness of sustainability initiatives and maintain motivation.

Keywords: school heads' competencies; leadership practices; sustainability

1. Introduction

Republic Act No. 9155, also known as the "Governance of Basic Education Act of 2001," is crucial in fostering school sustainability by emphasizing holistic educational goals. These goals align closely with sustainability principles in skills development, knowledge acquisition, and values formation.

A sustainable school doesn't focus solely on the environment; typically, it encompasses a broader approach, including social and economic aspects. Social sustainability fosters a secure and supportive setting for the most vulnerable learners. Additionally, it cultivates an atmosphere enriched by individuals from varied backgrounds, facilitating the development of social skills among learners. Moral sustainability, on the other hand, creates a fair and equal setting, promoting ethical behavior and adherence to societal norms. Whereas, economic sustainability involves effectively managing financial resources, ensuring that the institution can meet current needs without jeopardizing future generations' ability to do the same.

School leaders must prioritize practices and programs that bring awareness about schools' sustainability in various aspects of school operations, curriculum, and community engagement. To implement these conditions, stakeholders must be empowered, creativity must be encouraged, and decision-making must strongly emphasize sustainability.

Educational leadership is crucial in fostering sustainable school communities by guiding institutions to equip learners with essential knowledge, skills, and values for sustainable development. However, more than merely increasing educational levels is needed to create sustainable communities. The challenge lies in providing education that instills characters supporting sustainable practices and empowers learners to promote sustainable development. The current implementation of Education for Sustainable Development (ESD) includes curriculum integration, stakeholder cooperation, school-based initiatives, and subject-specific teaching. Nonetheless, challenges such as individual and organizational attitudes, top-down policymaking, large class sizes, insufficient facilities and resources, inadequate teacher knowledge of ESD, curriculum congestion, and adequate monitoring and evaluation hinder effective implementation.

The researcher aimed to determine the level of school heads' competencies and leadership practices in mainstreaming sustainable school communities by prioritizing the basic needs of schools, empowering the teachers, the learners, and the stakeholders, and focusing on curriculum improvement.

1.1 Statement of the Problem

Hence, sought answers to the following questions:

1. What is the extent of school heads' competencies in terms of
 - 1.1 problem solving,
 - 1.2 use of technology,
 - 1.3 program implementation,
 - 1.4 human resource management, and
 - 1.5 community partnership?
2. What is the extent of school heads' leadership practices in terms of
 - 2.1 leading strategically,
 - 2.2 managing school operations and resources,
 - 2.3 focusing on teaching and learning,
 - 2.4 developing self and others, and
 - 2.5 building connections?
3. What is the level of sustainable school communities as to:
 - 3.1 strong positive leadership,
 - 3.2 good atmosphere, spirit,

- 3.3 high and consistent expectations of learners,
- 3.4. clear and continuing focus on teaching and learning,
- 3.5 well-developed procedures for student assessment,
- 3.6 shared responsibility for learning,
- 3.7 learners' participation in school,
- 3.8 rewards and incentives,
- 3.9 parental involvement in student's education, and
- 3.10 extra-curricular activities?
- 4. Is there a significant difference in the perception of teachers with regard to school heads' competencies, leadership practices, and schools' sustainability?
- 5. Is there a significant relationship between school heads' competencies and schools' sustainability?
- 6. Is there a significant relationship between school heads' leadership practices and schools' sustainability?

2. Methodology

In this study, the descriptive-correlational research design was used to determine the correlation between school heads' competencies, leadership practices, and the sustainability of school communities. Newton (2016) characterized this design as associational research aimed at uncovering relationships among variables, intending to explain or forecast probable outcomes and clarify through quantitative analysis, thereby inferring associations among variables. Mitchell and Jolley (2017) additionally highlighted that this descriptive research became correlational when inquiries probe into the co-variation of variables with one another.

3. Results and Discussion

This chapter presents the findings of the study. The data gathered, as well as its analysis and interpretation, are also offered. The study was conducted to determine the strength and significance of the relationship between the school heads' competencies, leadership practices, and the school's sustainability in public senior high schools in the division of Laguna. The presentation of the findings followed the order of the questions enumerated in the problem statement.

School Heads' Competencies

The competencies of a school head hold significant value in ensuring the effective operation and success of a school. It plays a crucial role in shaping students' educational experiences and outcomes, as well as the overall success and reputation of the school within the community.

In this study, the school heads' competencies include problem-solving, using technology, implementing programs, managing human resources, and partnering with the community.

The Extent of School Heads' Competencies in Terms of Problem Solving

Table 1 presents the extent of school heads' competencies as perceived by the teachers in terms of problem-solving. The statement, "fosters a positive and inclusive school culture that encourages teamwork, inspires confidence and resilience among the school community," yielded the highest mean score ($M=4.48$, $SD=0.66$) and was remarked as Highly Evident. On the other hand, the statement "analyzes complex situations, breaks them down into manageable components, and identifies the root causes of problems"

received the lowest mean score of responses with ($M=4.39$, $SD=0.69$) yet was also remarked as Highly Evident.

The extent of school heads' competencies in terms of problem-solving attained a weighted mean score of 4.53 and a standard deviation of 0.70, which was evaluated Very High among the respondents.

Table 1 The Extent of School Heads' Competencies in Terms of Problem-Solving

<i>The school principal...</i>	MEAN	SD	REMARKS
<i>...analyzes complex situations, breaks them down into manageable components, and identifies the root causes of problems.</i>	4.39	0.69	Highly Evident
<i>...respects the principles of Transparent, Ethical, and Accountability (TEA) governance while providing solutions to problems.</i>	4.47	0.60	Highly Evident
<i>...makes timely decisions based on a thorough analysis of the available information.</i>	4.42	0.71	Highly Evident
<i>...fosters a positive and inclusive school culture that encourages teamwork and inspires confidence and resilience among the school community.</i>	4.48	0.66	Highly Evident
<i>...utilizes data to tell decisions and measure the effectiveness of interventions.</i>	4.44	0.67	Highly Evident
Overall mean: 4.53			
Overall SD: 0.70			
Interpretation: Very High			

These findings align with research that emphasizes the critical role of school heads in leading educational reforms and sustaining high standards of education through effective problem-solving and leadership practices.

Table 2 The Extent of School Heads' Competencies in Terms of Use of Technology

<i>The school principal...</i>	MEAN	SD	REMARKS
<i>...manages data from Learner Information System (LIS), Electronic Teaching, Non-Teaching Assignment List Analysis (E-TALA), School Monitoring, Evaluation, and Adjustment (SMEA), and other online applications efficiently.</i>	4.40	0.69	Highly Evident
<i>...shares technologically-based innovations with teachers and other school heads.</i>	4.10	0.72	Very Evident
<i>...improves employee efficiency by using various technologies to minimize repetitive duties.</i>	4.19	0.74	Very Evident
<i>...facilitates communication with greater capacity for a short period.</i>	4.35	0.67	Highly Evident
<i>...maximizes the use of technology for other educational systems and professional development.</i>	4.28	0.67	Highly Evident

Overall mean: 4.27
Overall SD: 0.60**Interpretation: Very High**

Table 2 shows the extent of school heads' competencies as perceived by the teachers in terms of the use of technology. The statement, "manages data from Learner Information System (LIS), Electronic Teaching, Non-Teaching Assignment List Analysis (E-TALA), School Monitoring, Evaluation, and Adjustment (SMEA), and other online applications efficiently" yielded the highest mean score ($M=4.40$, $SD=0.69$) and was remarked as Highly Evident. On the other hand, the statement "shares technologically based innovations with teachers and other school heads" received the lowest mean score of responses with ($M=4.10$, $SD=0.72$) was remarked Very Evident.

The extent of school heads' competencies in terms of using technology attained a weighted mean score of 4.27 and a standard deviation of 0.60, and it was evaluated Very High among the respondents.

Table 3 *The Extent of School Heads' Competencies in terms of Program Implementation*

<i>The school principal...</i>	MEAN	SD	REMARKS
<i>...employs existing, coherent, and responsive school-wide curriculum.</i>	4.48	0.66	Highly Evident
<i>... Expand and innovate curricular offerings based on local needs.</i>	4.31	0.67	Highly Evident
<i>...adapts research-based program implementation.</i>	4.39	0.65	Highly Evident
<i>...includes various stakeholders in the monitoring and controlling of the program's execution.</i>	4.41	0.70	Highly Evident
<i>...maintains successes in program implementation to achieve Programs, Projects, and Activities (PPAs).</i>	4.34	0.67	Highly Evident

Overall mean: 4.39**Overall SD: 0.59****Interpretation: Very High**

Table 3 shows the extent of school heads' competencies as perceived by the teachers in terms of program implementation. The statement "employs existing, coherent, and responsive school-wide curriculum" yielded the highest mean score ($M=4.48$, $SD=0.66$) and was remarked as Highly Evident. On the other hand, the statement "expands and innovates curricular offerings based on local needs" received the lowest mean score of responses ($M=4.31$, $SD=0.67$) yet was also remarked as Highly Evident.

The extent of school heads' competencies in terms of program implementation attained a weighted mean score of 4.39 and a standard deviation of 0.59 and was evaluated Very High among the respondents.

Table 4 *The Extent of School Heads' Competencies in Terms of Human Resource Management*

<i>The school principal...</i>	MEAN	SD	REMARKS
<i>... Grant awards or merits according to staff members' actual performance.</i>	4.26	0.70	Highly Evident
<i>...provides opportunities for professional development.</i>	4.35	0.65	Highly Evident
<i>...evaluates the needs and interests of teachers and other school personnel.</i>	4.28	0.70	Highly Evident

<i>...aligns teachers and school personnel to their area of expertise.</i>	4.24	0.73	Highly Evident
<i>...manages the workload of school staffs to prevent overwork.</i>	4.21	0.71	Highly Evident

Overall mean: 4.27

Overall SD: 0.58

Interpretation: Very High

Table 4 shows the extent of school heads' competencies as perceived by the teachers in terms of human resource management. The statement "provides opportunities for professional development" yielded the highest mean score ($M=4.35$, $SD=0.65$) and was remarked as Highly Evident. On the other hand, the statement "manages the workload of school staff to prevent overwork" received the lowest mean score of responses ($M=4.21$, $SD=0.71$) yet was also remarked as Highly Evident.

The extent of school heads' competencies in terms of human resource management attained a weighted mean score of 4.27 and a standard deviation of 0.58, which was assessed as Very High among the respondents.

Table 5 *The Extent of School Heads' Competencies in Terms of Community Partnership*

<i>The school principal...</i>	MEAN	SD	REMARKS
<i>...maintains mutual respect and trust among stakeholders.</i>	4.55	0.60	Highly Evident
<i>...reaches out to the right people who can assist in resolving issues at school.</i>	4.42	0.66	Highly Evident
<i>...includes other stakeholders in the program implementation.</i>	4.52	0.65	Highly Evident
<i>...informs stakeholders regularly about the school's achievements through summits, parent conferences, and State of the School Address (SOSA).</i>	4.55	0.65	Highly Evident
<i>...works with stakeholders to develop problem-solving and decision-making strategies.</i>	4.52	0.64	Highly Evident

Overall mean: 4.51

Overall SD: 0.57

Interpretation: Very High

Table 5 shows the extent of school heads' competencies as perceived by the teachers in terms of community partnership. The statements, "maintains mutual respect and trust among stakeholders" and "informs stakeholders on a regular basis about the school's achievements through summits, parent conferences, and State of the School Address (SOSA)" both yielded the highest mean score ($M=4.55$, $SD=0.60$) and ($M=4.55$, $SD=0.65$) respectively which both remarked as Highly Evident. On the other hand, the statement "reaches out to the right people who can assist in resolving issues at school" received the lowest mean score of responses ($M=4.42$, $SD=0.66$) yet was also remarked as Highly Evident.

The extent of school heads' competencies in terms of community partnership attained a weighted mean score of 4.51 and a standard deviation of 0.57 and was assessed as Very High among the respondents

School Heads' Leadership Practices

Leadership practices are critical in governing schools because they set the tone, establish priorities, and create conditions for success throughout the educational community.

In this study, the school heads' leadership practices include leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building

connections.

Table 6 *The Extent of School Heads' Leadership Practices in Terms of Leading Strategically*

<i>The school principal...</i>	MEAN	SD	REMARKS
<i>...monitors procedures and resources to support learners' achievement.</i>	4.54	0.62	Highly Evident
<i>...equips educators to create and carry out needs-based programs.</i>	4.47	0.64	Highly Evident
<i>...improves school-related policies depending on their implementation and evaluation.</i>	4.47	0.67	Highly Evident
<i>...establishes a culture of research for evidence-based innovations.</i>	4.33	0.68	Highly Evident
<i>...aligns educational initiatives, projects, policies, and programs with the vision, mission, and core values of the Department of Education.</i>	4.49	0.63	Highly Evident
Overall mean: 4.46			
Overall SD: 0.58			
Interpretation: Very High			

Table 6 shows the extent of school heads' leadership practices as perceived by the teachers in terms of leading strategically. The statement "monitors procedures and resources to support learners' achievement" yielded the highest mean score ($M=4.54$, $SD=0.62$) and was remarked as Highly Evident. On the other hand, the statement "establishes a culture of research for evidence-based innovations" received the lowest mean score of responses ($M=4.33$, $SD=0.68$) yet was also remarked as Highly Evident.

The extent of school heads' leadership practices in terms of leading strategically attained a weighted mean score of 4.46 and a standard deviation of 0.58 and was evaluated Very High among the respondents.

Table 7 *The Extent of School Heads' Leadership Practices in Terms of Managing School Operations and Resources*

<i>The school principal...</i>	MEAN	SD	REMARKS
<i>...plays a crucial part in advancing and carrying out the organization's mission and vision.</i>	4.41	0.69	Highly Evident
<i>...administers employees effectively while abiding by laws, rules, regulations, and directives.</i>	4.41	0.64	Highly Evident
<i>...manages new opportunities and challenges to guarantee equality in meeting the needs of students, teachers, and other stakeholders.</i>	4.42	0.67	Highly Evident
<i>...monitors the utilization, documentation, and reporting of funds.</i>	4.42	0.65	Highly Evident
<i>...uses technology to guarantee effective and efficient record-keeping and school operations.</i>	4.43	0.64	Highly Evident
Overall mean: 4.42			
Overall SD: 0.57			
Interpretation: Very High			

Table 7 shows the extent of school heads' leadership practices as perceived by the teachers in terms of managing school operations and resources. The statement, "uses technology to guarantee effective and efficient record-keeping and school" yielded the highest mean score ($M=4.43$, $SD=0.64$) and was remarked as Highly Evident. On the other hand, the statements "plays a crucial part in advancing and carrying out the organization's mission and vision" and "administers employees effectively while abiding by laws, rules, regulations, and directives" received the lowest mean scores of responses with ($M=4.41$, $SD=0.69$) and ($M=4.41$, $SD=0.64$) yet both were also remarked as Highly Evident.

The extent of school heads' leadership practices in terms of managing school operations and resources attained a weighted mean score of 4.42 and a standard deviation of 0.57 and was evaluated Very High among the respondents.

Table 8 *The Extent of School Heads' Leadership Practices in Terms of Focusing on Teaching and Learning*

<i>The school principal...</i>	MEAN	SD	REMARKS
<i>...incorporates career awareness into all other learning opportunities, including the school curriculum.</i>	4.49	0.63	Highly Evident
<i>...encourages the use of best practices for learning outcomes and performance indicators.</i>	4.49	0.63	Highly Evident
<i>...provides teachers with technical assistance to create best practices that are in line with pedagogies and teaching standards in both the classroom and other educational settings.</i>	4.40	0.64	Highly Evident
<i>...obtains feedback from stakeholders for the improvement of the school performance.</i>	4.45	0.65	Highly Evident
<i>...carries out and maintains efficient learner discipline policies.</i>	4.45	0.65	Highly Evident

Overall mean: 4.46

Overall SD: 0.56

Interpretation: Very High

Table 8 shows the extent of school heads' leadership practices as perceived by the teachers in terms of focusing on teaching and learning. The statements, "incorporates career awareness into all other learning opportunities including the school curriculum" and "encourages the use of best practices for learning outcomes and performance indicators" yielded the highest mean score ($M=4.49$, $SD=0.63$) and ($M=4.49$, $SD=0.63$) respectively and were both remarked as Highly Evident. On the other hand, the statement "provides teachers with technical assistance to create best practices that are in line with pedagogies and teaching standards in both the classroom and other educational settings" received the lowest mean score of responses with ($M=4.40$, $SD=0.64$) yet was also remarked as Highly Evident.

The extent of school heads' leadership practices in terms of focusing on teaching and learning attained a weighted mean score of 4.46 and a standard deviation of 0.56 which was evaluated Very High among the respondents.

The Extent of School Heads' Leadership Practices in Terms of Developing Self and Others

Table 9 shows the extent of school heads' leadership practices as perceived by the teachers in terms of developing self and others. The statements, "adapts leadership practices within and beyond school contexts for professional development" and "enhances productivity by mentoring, inspiring, and developing colleagues in the workplace to foster respect and trust between them" both yielded the highest mean score ($M=4.40$, $SD=0.64$) and ($M=4.40$, $SD=0.65$) respectively and were remarked as Highly Evident. On the other hand, the

statement “carries out the school's incentive program” received the lowest mean score of responses with ($M=4.20$, $SD=0.71$) and was remarked as Very Evident.

Table 9 *The Extent of School Heads' Leadership Practices in Terms of Developing Self and Others*

<i>The school principal...</i>	MEAN	SD	REMARKS
<i>...carries out the school's incentive program.</i>	4.20	0.71	Very Evident
<i>...uses efficient and effective performance management to guarantee each school employee's career development.</i>	4.29	0.69	Highly Evident
<i>...adapts leadership practices within and beyond school contexts for professional development.</i>	4.40	0.64	Highly Evident
<i>...maximizes colleagues' potential to improve their work.</i>	4.34	0.61	Highly Evident
<i>...enhances productivity by mentoring, inspiring, and developing colleagues in the workplace to foster respect and trust between them.</i>	4.40	0.65	Highly Evident
Overall mean: 4.33			
Overall SD: 0.58			
Interpretation: Very High			

The extent of school heads' leadership practices in terms of developing self and others attained a weighted mean score of 4.33 and a standard deviation of 0.58 and was evaluated Very High among the respondents.

Table 10 *The Extent of School Heads' Leadership Practices in Terms of Building Connections*

<i>The school principal...</i>	MEAN	SD	REMARKS
<i>...collaborates with stakeholders in finding solutions to challenging problems concerning learners' development and the school's community improvement.</i>	4.46	0.62	Highly Evident
<i>...partners with school organizations to help achieve institutional objectives.</i>	4.46	0.61	Highly Evident
<i>...associates with parents, coworkers, authorities, and other relevant parties to strengthen relationships.</i>	4.46	0.68	Highly Evident
<i>...practices gender sensitivity, physical and mental health awareness, and diversity in the community and school.</i>	4.48	0.65	Highly Evident
<i>...includes both internal and external stakeholders in planning and developing school projects and programs.</i>	4.49	0.64	Highly Evident
Overall mean: 4.47			
Overall SD: 0.57			
Interpretation: Very High			

Table 10 shows the extent of school heads' leadership practices as perceived by the teachers in terms of building connections. The statement, “includes both internal and external stakeholders in planning and developing school projects and programs” yielded the highest mean score ($M=4.49$, $SD=0.64$) and was remarked as Highly Evident. On the other hand, the statements “collaborates with stakeholders in finding solutions to challenging problems pertaining to learners' development, and school's community improvement,” “partners with school organizations to help achieve institutional objectives” and “associates

with parents, coworkers, authorities, and other relevant parties to strengthen relationships" received the lowest mean score of responses with ($M=4.46$, $SD=0.62$), ($M=4.46$, $SD=0.61$), and ($M=4.46$, $SD=0.68$) respectively yet were also remarked as Highly Evident.

The extent of school heads' leadership practices in terms of building connections attained a weighted mean score of 4.47 and a standard deviation of 0.57 and was assessed as High among the respondents.

Sustainable School Communities

School sustainability is essential for various reasons, as it benefits the environment and contributes to the holistic development of students and the community.

In this study, sustainable school communities include strong positive leadership, a good atmosphere spirit, high and consistent expectations of learners, a clear and continuing focus on teaching and learning, well-developed procedures for students' assessment, shared responsibility for learning, learners' participation in school, rewards and incentives, parental involvement in student's education, and extracurricular activities.

The Level of Sustainable School Communities as to Strong Positive Leadership

Table 11 shows the level of sustainable school communities as perceived by the teachers as to strong positive leadership. The statement, "keeps a clear and inspiring vision for the future of the institution" yielded the highest mean score ($M=4.45$, $SD=0.65$) and was remarked as Very High. On the other hand, the statement "shows transparency, fostering open lines of communication among all members of the school community" received the lowest mean score of responses with ($M=4.39$, $SD=0.70$) yet was also remarked Very High.

The level of sustainable school communities as to strong positive leadership attained a weighted mean score of 4.42 and a standard deviation of 0.59 and was assessed as Very High among the respondents.

Table 11 *The Level of Sustainable School Communities as to Strong Positive Leadership*

<i>The school leader...</i>	MEAN	SD	REMARKS
<i>...keeps a clear and inspiring vision for the future of the institution.</i>	4.45	0.65	Very High
<i>...promotes an inclusive and welcoming school culture where diversity is celebrated, and all individuals are valued and supported.</i>	4.44	0.63	Very High
<i>...shows transparency, fostering open lines of communication among all school community members.</i>	4.39	0.70	Very High
<i>...empowers teachers and staff to make decisions and take ownership of their roles.</i>	4.40	0.68	Very High
<i>...sets high academic and behavioral standards for students and make them accountable.</i>	4.40	0.68	Very High

Overall mean: 4.42

Overall SD: 0.59

Interpretation: Very High

The Level of Sustainable School Communities as to Good Atmosphere Spirit

Table 12 shows the level of sustainable school communities as perceived by the teachers as to good atmosphere spirit. The statement, "encourages teachers to be passionate about their work, connect with their

students, and use innovative teaching methods” yielded the highest mean score ($M=4.50$, $SD=0.58$) and was remarked as Very High. On the other hand, the statement “maintains facilities and other physical aspects” received the lowest mean score of responses with ($M=4.41$, $SD=0.62$) yet was also remarked as Very High.

Table 12 *The Level of Sustainable School Communities as to Good Atmosphere Spirit*

<i>The school...</i>	MEAN	SD	REMARKS
<i>...promotes a shared vision, clear values, and high expectations for behavior.</i>	4.49	0.60	Very High
<i>...encourages teachers to be passionate about their work, connect with their students, and use innovative teaching methods.</i>	4.50	0.58	Very High
<i>...involves students in extra-curricular activities, clubs, and community service projects.</i>	4.44	0.60	Very High
<i>...maintains facilities and other physical aspects.</i>	4.41	0.62	Very High
<i>...recognizes and celebrates students' achievements, whether academic, artistic, or athletic.</i>	4.44	0.63	Very High
Overall mean: 4.46			
Overall SD: 0.51			
Interpretation: Very High			

The level of sustainable school communities as to good atmosphere spirit attained a weighted mean score of 4.46 and a standard deviation of 0.51 and was evaluated as Very High among the respondents.

Table 13 *The Level of Sustainable School Communities as to High and Consistent Expectations of Learners*

<i>The school...</i>	MEAN	SD	REMARKS
<i>...sets clear learning objectives aligned with curriculum standards and educational benchmarks.</i>	4.53	0.57	Very High
<i>...designs a challenging curriculum that emphasizes critical thinking, problem-solving, and analytical skills.</i>	4.46	0.60	Very High
<i>...employs qualified and competent teachers who are equipped to deliver instruction effectively and facilitate student learning.</i>	4.50	0.58	Very High
<i>...places regular assessment and feedback mechanisms to monitor students' progress and provide timely guidance.</i>	4.37	0.65	Very High
<i>...creates a supportive learning environment where students feel encouraged to take intellectual risks and pursue academic excellence.</i>	4.45	0.59	Very High
Overall mean: 4.46			
Overall SD: 0.52			
Interpretation: Very High			

Table 13 shows the level of sustainable school communities as perceived by the teachers as to high and consistent expectations of learners. The statement, “sets clear learning objectives aligned with curriculum standards and educational benchmarks” yielded the highest mean score ($M=4.53$, $SD=0.57$) and was remarked as Very High. On the other hand, the statement “places regular assessment and feedback mechanisms to monitor students' progress and provide timely guidance” received the lowest mean score of

responses ($M=4.37$, $SD=0.65$) yet was also remarked as Very High.

The level of sustainable school communities as to high and consistent expectations of learners attained a weighted mean score of 4.46 and a standard deviation of 0.52 and was evaluated Very High among the respondents.

Table 14 *The Level of Sustainable School Communities as to Clear and Continuing Focus on Teaching and Learning*

<i>The school...</i>	MEAN	SD	REMARKS
<i>...invests in the professional development of their teaching staff to enhance their instructional skills and keep them updated with the latest teaching methodologies and educational trends.</i>	4.30	0.66	Very High
<i>...adopts student-centered teaching approaches that prioritize students' individual needs, interests, and learning styles.</i>	4.44	0.64	Very High
<i>...integrates regular formative and summative assessments into their teaching practices to monitor students' progress and provide timely feedback.</i>	4.54	0.60	Very High
<i>...incorporates technology into the teaching and learning process to enhance student engagement and facilitate a more interactive learning experience.</i>	4.43	0.62	Very High
<i>...fosters collaborative learning communities among teachers, students, and parents.</i>	4.46	0.66	Very High

Overall mean: 4.43

Overall SD: 0.56

Interpretation: Very High

Table 14 shows the level of sustainable school communities that teachers perceive as a clear and continuing focus on teaching and learning. The statement, "integrates regular formative and summative assessments into their teaching practices to monitor students' progress and provide timely feedback" yielded the highest mean score ($M=4.54$, $SD=0.60$) and was remarked as Very High. On the other hand, the statement "invests in the professional development of their teaching staff to enhance their instructional skills and keep them updated with the latest teaching methodologies and educational trends" received the lowest mean score of responses with ($M=4.30$, $SD=0.66$) yet was also remarked Very High.

The level of sustainable school communities, as measured by a clear and continuing focus on teaching and learning, attained a weighted mean score of 4.43 and a standard deviation of 0.56 and was assessed as Very High among the respondents.

Table 15 *The Level of Sustainable School Communities as to Well-developed Procedures for Students' Assessment*

<i>The school...</i>	MEAN	SD	REMARKS
<i>...establishes clear objectives for assessments, aligning them with learning goals and educational standards.</i>	4.48	0.60	Very High
<i>...utilizes various assessment methods, including formative and summative assessments, to evaluate students' understanding and progress.</i>	4.47	0.59	Very High
<i>...establishes consistent grading criteria and rubrics that provide clear student performance evaluation guidelines.</i>	4.44	0.58	Very High

<i>...prioritizes the provision of timely and constructive feedback to students, offering specific comments on their strengths and areas for improvement.</i>	4.45	0.60	Very High
<i>...collects and analyzes assessment data to inform instructional practices and curriculum development.</i>	4.43	0.61	Very High

Overall mean: 4.52

Overall SD: 0.48

Interpretation: Very High

Table 15 shows the level of sustainable school communities as perceived by the teachers as to well-developed student assessment procedures. The statement, "establishes clear objectives for assessments, aligning them with learning goals and educational standards" yielded the highest mean score ($M=4.48$, $SD=0.60$) and was remarked as Very High. On the other hand, the statement "collects and analyzes assessment data to inform instructional practices and curriculum development" received the lowest mean score of responses ($M=4.43$, $SD=0.61$) yet was also remarked as Very High.

The level of sustainable school communities as to well-developed procedures for students' assessment attained a weighted mean score of 4.52 and a standard deviation of 0.48 and was assessed as Very High among the respondents.

Studies have highlighted the significance of well-developed student assessment procedures in promoting sustainability within educational institutions. For instance, Caeiro et al. (2020) examined the effectiveness of various sustainability assessment tools in higher education and emphasized the need for strong assessment practices to improve sustainability outcomes. These tools help institutions track their sustainability performance, identify areas for improvement, and engage the community in sustainability initiatives.

The Level of Sustainable School Communities as to Shared Responsibility for Learning

Table 16 shows the level of sustainable school communities that the teachers perceive as shared responsibility for learning. The statement, "engages parents and guardians in their children's education, keeping them informed about their child's progress and involving them in school activities and decision-making processes" yielded the highest mean score ($M=4.47$, $SD=0.62$) and was remarked as Very High. On the other hand, the statement "provides personalized support for students, recognizing their unique strengths, challenges, and learning styles by offering tailored academic assistance, counseling services, and extra-curricular activities" received the lowest mean score of responses with ($M=4.42$, $SD=0.65$) yet was also remarked as Very High.

The level of sustainable school communities as to shared responsibility for learning attained a weighted mean score of 4.44 and a standard deviation of 0.58 and was evaluated as Very High among the respondents.

Table 16 *The Level of Sustainable School Communities as to Shared Responsibility for Learning*

<i>The school...</i>	MEAN	SD	REMARKS
<i>...involves all stakeholders in the decision-making process, encouraging open communication and collaboration among teachers, administrators, students, and parents.</i>	4.43	0.66	Very High

<i>...empowers students by involving them in the learning process and encouraging active participation in decision-making related to their education.</i>	4.43	0.65	Very High
<i>...creates a supportive teaching environment that encourages teachers to collaborate and share best practices.</i>	4.44	0.66	Very High
<i>...engages parents and guardians in their children's education, keeping them informed about their child's progress and involving them in school activities and decision-making processes.</i>	4.47	0.62	Very High
<i>...provides personalized student support, recognizing their unique strengths, challenges, and learning styles by offering tailored academic assistance, counseling services, and extra-curricular activities.</i>	4.42	0.65	Very High
Overall mean: 4.44			
Overall SD: 0.58			
Interpretation: Very High			

Studies have shown a strong connection between shared responsibility for learning and sustainability in educational settings. For instance, a 2023 study by Tack et al. highlighted how team teaching, which emphasizes collaboration and shared responsibility among educators, can improve outcomes for teachers and students.

Table 17 *The Level of Sustainable School Communities as to Learners' Participation in School*

<i>The school...</i>	MEAN	SD	REMARKS
<i>...celebrates diversity and promotes inclusivity by organizing cultural events, awareness campaigns, and activities that highlight students' unique backgrounds and experiences.</i>	4.49	0.64	Very High
<i>...integrates technology tools and platforms that promote interactive learning and student collaboration.</i>	4.44	0.62	Very High
<i>...implements student feedback mechanisms that allow students to provide input on their learning experiences, teaching methods, and school environment.</i>	4.43	0.65	Very High
<i>...incorporates project-based learning approaches that require students to collaborate, research, and present their findings on real-world issues or topics relevant to their curriculum.</i>	4.49	0.62	Very High
<i>...facilitates classroom discussions and debates encouraging students to express their opinions, share their perspectives, and engage in critical thinking.</i>	4.52	0.60	Very High
Overall mean: 4.48			
Overall SD: 0.54			
Interpretation: Very High			

Table 17 shows the level of sustainable school communities as perceived by the teachers as to learners' participation in school. The statement, "facilitates classroom discussions and debates that encourage students to express their opinions, share their perspectives, and engage in critical thinking" yielded the highest mean score ($M=4.52$, $SD=0.60$) and was remarked as Very High. On the other hand, the statement

“implements student feedback mechanisms that allow students to provide input on their learning experiences, teaching methods, and school environment” received the lowest mean score of responses with ($M=4.43$, $SD=0.65$) yet was also remarked as Very High.

The level of sustainable school communities as to learners’ participation in school attained a weighted mean score of 4.48 and a standard deviation of 0.54 and was evaluated as Very High among the respondents.

Table 18 *The Level of Sustainable School Communities as to Rewards and Incentives*

<i>The school...</i>	MEAN	SD	REMARKS
<i>...acknowledges students' academic accomplishments through awards, certificates, and honors.</i>	4.55	0.59	Very High
<i>...provides positive reinforcement to encourage positive behavior among students.</i>	4.55	0.58	Very High
<i>...gives opportunities for student leadership and involvement in decision-making processes.</i>	4.56	0.59	Very High
<i>...promotes participation in extra-curricular activities and competitions by offering rewards and recognition for students' achievements.</i>	4.59	0.56	Very High
<i>...encourages community service and volunteering by recognizing students' efforts to give back to their communities.</i>	4.60	0.60	Very High
Overall mean: 4.57			
Overall SD: 0.54			
Interpretation: Very High			

Table 18 shows the level of sustainable school communities that teachers perceive as rewards and incentives. The statement, "encourages community service and volunteering by recognizing students' efforts to give back to their communities" yielded the highest mean score ($M=4.60$, $SD=0.60$) and was remarked as Very High. On the other hand, the statements “acknowledges students' academic accomplishments through awards, certificates, and honors” and “provides positive reinforcement to encourage positive behavior among students” received the lowest mean score of responses with ($M=4.55$, $SD=0.59$) and ($M=4.55$, $SD=0.58$) respectively yet both were also remarked Very High.

The level of sustainable school communities as to rewards and incentives attained a weighted mean score of 4.57 and a standard deviation of 0.54 and was evaluated as Very High among the respondents.

Table 19 *The Level of Sustainable School Communities as to Parental Involvement in Students’ Education*

<i>The school...</i>	MEAN	SD	REMARKS
<i>...establishes open and transparent communication channels to inform parents about their child's academic progress, school events, and overall well-being.</i>	4.53	0.61	Very High
<i>...organizes parent education workshops and seminars to provide parents with valuable insights into effective parenting strategies, educational resources, and ways to support their child's learning at home.</i>	4.30	0.66	Very High
<i>...offers various volunteer opportunities for parents to participate in school activities and events actively.</i>	4.36	0.67	Very High

<i>...establishes parental advisory committees that allow parents to provide input and feedback on school policies, programs, and initiatives.</i>	4.40	0.68	Very High
<i>...organizes family engagement events, such as family fun days, cultural celebrations, and parent-child workshops, to promote family bonding and strengthen the partnership between home and school.</i>	4.32	0.72	Very High
Overall mean: 4.38			
Overall SD: 0.58			
Interpretation: Very High			

Table 19 shows the level of sustainable school communities that teachers perceive as parental involvement in students' education. The statement, "establishes open and transparent communication channels to keep parents informed about their child's academic progress, school events, and overall well-being" yielded the highest mean score of ($M=4.53$, $SD=0.61$) and was remarked as Very High. On the other hand, the statement "organizes parent education workshops and seminars to provide parents with valuable insights into effective parenting strategies, educational resources, and ways to support their child's learning at home" received the lowest mean score of responses with ($M=4.30$, $SD=0.66$) yet was also remarked as Very High.

The level of sustainable school communities in terms of parental involvement in students' education attained a weighted mean score of 4.38 and a standard deviation of 0.58 and was evaluated as Very High among the respondents.

The Level of Sustainable School Communities as to Extra-curricular Activities

Table 20 shows the level of sustainable school communities as perceived by the teachers as to extra-curricular activities. The statement, "encourages participation in arts and cultural activities, including music, dance, theater, and visual arts programs" yielded the highest mean score of ($M=4.54$, $SD=0.60$) and was remarked as Very High. On the other hand, the statement "facilitates community service and volunteering opportunities, enabling students to engage in meaningful service projects and contribute to the betterment of their communities" received the lowest mean score of responses with ($M=4.40$, $SD=0.66$) yet was also remarked as Very High.

Table 20 The Level of Sustainable School Communities as to Extra-curricular Activities

The school...	MEAN	SD	REMARKS
<i>...provides leadership development programs and initiatives that empower students to develop leadership skills and take on roles of responsibility within the school community.</i>	4.46	0.65	Very High
<i>...facilitates community service and volunteering opportunities, enabling students to engage in meaningful service projects and contribute to the betterment of their communities.</i>	4.40	0.66	Very High
<i>...organizes academic competitions and events, such as science fairs, math Olympiads, spelling bees, and debate tournaments.</i>	4.42	0.61	Very High
<i>...encourages participation in arts and cultural activities, including music, dance, theater, and visual arts programs.</i>	4.54	0.60	Very High

...establishes a diverse range of clubs and organizations based on students' interests, such as debate clubs, drama clubs, science clubs, and language clubs. 4.49 0.64 Very High

Overall mean: 4.46

Overall SD: 0.57

Interpretation: Very High

The level of sustainable school communities as to extra-curricular activities attained a weighted mean score of 4.46 and a standard deviation of 0.57 and was assessed as Very High among the respondents.

Table 21 *The Difference in the Perception of Teachers with regard to School Heads' Competencies, Leadership Practices and Sustainability of School Communities*

Indicator	F -Value	P - Value	Analysis
School Heads' Competencies			
Problem-solving	12.133	.000	Significant
Use of technology	7.702	.000	Significant
Program implementation	9.445	.000	Significant
Human resource management	6.782	.000	Significant
Community Partnership	9.119	.000	Significant
School Heads' Leadership Practices			
Leading strategically	8.985	.000	Significant
Managing school operations and resources	8.212	.000	Significant
Focusing on teaching and learning	10.991	.000	Significant
Developing self and others	12.559	.000	Significant
Building connections	5.721	.000	Significant
Sustainability of School Communities			
Strong positive leadership	9.394	.000	Significant
Good atmosphere spirit	6.408	.000	Significant
High and consistent expectations of learners	5.877	.000	Significant
Clear and continuing focus on teaching and learning	6.706	.000	Significant
Well-developed procedures for students' assessment	2.435	.005	Significant
Shared responsibility for learning	4.942	.000	Significant
Learners' participation in school	5.286	.000	Significant
Rewards and incentives	5.477	.000	Significant
Parental involvement in students' education	4.643	.000	Significant
Extra-curricular activities	4.911	.000	Significant

Table 21 presents the results of an analysis examining teachers' perceptions of school heads' competencies, leadership practices, and school community sustainability.

For overall interpretation, all indicators related to school heads' competencies, leadership practices, and the sustainability of school communities show statistically significant differences in perception among teachers, as indicated by the low P-values (all below .001). This suggests that the differences observed in teachers' perceptions regarding these aspects are unlikely to have occurred by chance alone.

Specifically, regarding school heads' competencies, leadership practices, and sustainability of school communities, the observed teacher perception differences are significant across all indicators examined in the study. This implies that there are notable variations in how teachers perceive these aspects, which could have

implications for school leadership, organizational dynamics, and the overall effectiveness of school communities.

The Significant Relationship Between School Heads' Competencies and Sustainability of School Communities

Table 22 illustrates the significant relationship between the school heads' competencies and the sustainability of school communities, as determined by Pearson correlation coefficients and corresponding significance levels.

Each competency of school heads, such as problem-solving, use of technology, program implementation, human resource management, and community partnership, is correlated with various aspects of sustainability within school communities.

Table 22 *The Significant Relationship Between School Heads' Competencies and Sustainability of School Communities*

School Heads' Competencies	Sustainability of School Communities	Pearson Correlation	Sig. (2-tailed)	Analysis	Strength
Problem-Solving	Strong positive leadership	.525*	.000	Significant	Moderate
	Good atmosphere spirit	.500*	.000	Significant	Moderate
	High and consistent expectations of learners.	.529*	.000	Significant	Moderate
	Clear and continuing focus on teaching and learning	.469*	.000	Significant	Moderate
	Well-developed procedures for student's assessment	.379*	.000	Significant	Weak
	Shared responsibility for learning.	.461*	.000	Significant	Moderate
	Learners' participation in school	.462*	.000	Significant	Moderate
	Rewards and incentives	.445*	.000	Significant	Moderate
	Parental involvement in Students' education	.458*	.000	Significant	Moderate
	Extra-curricular activities	.471*	.000	Significant	Moderate
Use of Technology	Strong positive leadership	.501*	.000	Significant	Moderate
	Good atmosphere spirit	.528*	.000	Significant	Moderate
	The high and consistent expectations of learners.	.565*	.000	Significant	Moderate
	Clear and continuing focus on teaching and	.533*	.000	Significant	Moderate

	learning	*			te
	Well-developed procedures for student assessment	.467*	.000	Significant	Moderate
	Shared responsibility for learning.	.495*	.000	Significant	Moderate
	Learners' participation in school	.512*	.000	Significant	Moderate
	Rewards and incentives	.464*	.000	Significant	Moderate
	Parental involvement in Students' education	.488*	.000	Significant	Moderate
	Extra-curricular activities	.470*	.000	Significant	Moderate
Program Implementation	Strong positive leadership	.577*	.000	Significant	Moderate
	Good atmosphere spirit	.572*	.000	Significant	Moderate
	High and consistent expectation of learners.	.707*	.000	Significant	Strong
	Clear and continuing focus on teaching and learning	.651*	.000	Significant	Strong
	Well-developed procedures for student's assessment	.548*	.000	Significant	Moderate
	Shared responsibility for learning.	.586*	.000	Significant	Moderate
	Learners' participation in school	.615*	.000	Significant	Strong
	Rewards and incentives	.580*	.000	Significant	Moderate
	Parental involvement in Students' education	.560*	.000	Significant	Moderate
	Extra-curricular activities	.596*	.000	Significant	Moderate
Human Resource Management	Strong positive leadership	.582*	.000	Significant	Moderate
	Good atmosphere spirit	.552*	.000	Significant	Moderate
	High and consistent expectations of learners.	.576*	.000	Significant	Moderate
	Clear and continuing focus on teaching and learning	.562*	.000	Significant	Moderate
	Well-developed procedures for student's assessment	.436*	.000	Significant	Moderate
	Shared responsibility for learning.	.497*	.000	Significant	Moderate
	Learners' participation in school	.502*	.000	Significant	Moderate
	Rewards and incentives	.495*	.000	Significant	Moderate

		*			
	Parental involvement in Students' education	.458*	.000	Significant	Moderate
	Extra-curricular activities	.466*	.000	Significant	Moderate
Community Partnership	Strong positive leadership	.624*	.000	Significant	Strong
	Good atmosphere spirit	.627*	.000	Significant	Strong
	High and consistent expectation of learners.	.688*	.000	Significant	Strong
	Clear and continuing focus on teaching and learning	.592*	.000	Significant	Moderate
	Well-developed procedures for student's assessment	.485*	.000	Significant	Moderate
	Shared responsibility for learning.	.628*	.000	Significant	Strong
	Learners' participation in school	.591*	.000	Significant	Moderate
	Rewards and incentives	.567*	.000	Significant	Moderate
	Parental involvement in Students' education	.527*	.000	Significant	Moderate
	Extra-curricular activities	.535*	.000	Significant	Moderate

Problem-solving skills exhibit a moderate positive correlation with strong positive leadership (.525), good atmosphere spirit (.500), high and consistent expectations of learners (.529), and other indicators of sustainability.

Similarly, the use of technology, program implementation, human resource management, and community partnership also show significant moderate to strong positive correlations with various aspects of sustainability.

Overall, the findings suggest that there are significant relationships between school heads' competencies and the sustainability of school communities. These correlations indicate the importance of effective leadership and management practices in fostering sustainable school environments.

The Significant Relationship Between School Heads' Leadership Practices and Sustainability of School Communities

Table 23 presents the significant relationship between school heads' leadership practices and the sustainability of school communities, as determined by Pearson correlation coefficients and their corresponding significance levels.

Each leadership practice, such as leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections, is correlated with various aspects of sustainability within school communities.

Leading strategically exhibits a moderate positive correlation with strong positive leadership (.593),

good atmosphere spirit (.633), high and consistent expectations of learners (.671), and other indicators of sustainability.

Similarly, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections also show significant moderate to strong positive correlations with various aspects of sustainability.

Table 23 *The Significant Relationship Between School Heads' Leadership Practices and Sustainability of School Communities*

School Heads' Leadership Practices	Sustainability of School Communities	Pearson Correlation	Sig. (2-tailed)	Analysis	Strength
Leading Strategically	Strong positive leadership	.593**	.000	Significant	Moderate
	Good atmosphere spirit	.633**	.000	Significant	Strong
	High and consistent expectation of learners.	.671**	.000	Significant	Strong
	Clear and continuing focus on teaching and learning	.608**	.000	Significant	Strong
	Well-developed procedures for student's assessment	.563**	.000	Significant	Moderate
	Shared responsibility for learning.	.597**	.000	Significant	Moderate
	Learners' participation in school	.576**	.000	Significant	Moderate
	Rewards and incentives	.590**	.000	Significant	Moderate
	Parental involvement in Students' education	.506**	.000	Significant	Moderate
	Extra-curricular activities	.574**	.000	Significant	Moderate
Managing School Operations and Resources	Strong positive leadership	.646**	.000	Significant	Strong
	Good atmosphere spirit	.605**	.000	Significant	Strong
	High and consistent expectation of learners.	.615**	.000	Significant	Strong
	Clear and continuing focus on teaching and learning	.613**	.000	Significant	Strong
	Well-developed procedures for student's assessment	.524**	.000	Significant	Moderate
	Shared responsibility for learning.	.584**	.000	Significant	Moderate
	Learners' participation in school	.553**	.000	Significant	Moderate
	Rewards and incentives	.536**	.000	Significant	Moderate
	Parental involvement in Students' education	.474**	.000	Significant	Moderate
	Extra-curricular activities	.543**	.000	Significant	Moderate
Focusing on	Strong positive leadership	.634**	.000	Significant	Strong

Teaching and Learning	Good atmosphere spirit	.640**	.000	Significant	Strong
	High and consistent expectation of learners.	.672**	.000	Significant	Strong
	Clear and continuing focus on teaching and learning	.639**	.000	Significant	Strong
	Well-developed procedures for student's assessment	.516**	.000	Significant	Moderate
	Shared responsibility for learning.	.610**	.000	Significant	Strong
	Learners' participation in school	.575**	.000	Significant	Moderate
	Rewards and incentives	.553**	.000	Significant	Moderate
	Parental involvement in Students' education	.524**	.000	Significant	Moderate
	Extra-curricular activities	.563**	.000	Significant	Moderate
Developing Self and Others	Strong positive leadership	.635**	.000	Significant	Strong
	Good atmosphere spirit	.645**	.000	Significant	Strong
	High and consistent expectation of learners.	.702**	.000	Significant	Strong
	Clear and continuing focus on teaching and learning	.666**	.000	Significant	Strong
	Well-developed procedures for student's assessment	.558**	.000	Significant	Moderate
	Shared responsibility for learning.	.590**	.000	Significant	Moderate
	Learners' participation in school	.638**	.000	Significant	Strong
	Rewards and incentives	.593**	.000	Significant	Moderate
	Parental involvement in Students' education	.587**	.000	Significant	Moderate
	Extra-curricular activities	.554**	.000	Significant	Moderate
Building Connections	Strong positive leadership	.566**	.000	Significant	Moderate
	Good atmosphere spirit	.566**	.000	Significant	Moderate
	High and consistent expectation of learners.	.675**	.000	Significant	Strong
	Clear and continuing focus on teaching and learning	.604**	.000	Significant	Strong
	Well-developed procedures for student's assessment	.398**	.000	Significant	Weak
	Shared responsibility for learning.	.591**	.000	Significant	Moderate
	Learners' participation in school	.577**	.000	Significant	Moderate
	Rewards and incentives	.527**	.000	Significant	Moderate
	Parental involvement in Students' education	.538**	.000	Significant	Moderate

Extra-curricular activities	.564**	.000	Significant	Modera te
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Overall, the findings suggest that there are significant relationships between school heads' leadership practices and the sustainability of school communities. These correlations underscore the importance of effective leadership behaviors and practices in promoting sustainable school environments.

4. Conclusion and Recommendations

Based on the findings, the following conclusions were drawn:

There is a significant difference in the perceived competencies of school heads across various domains, including problem-solving, use of technology, program implementation, human resource management, and community partnership. Therefore, the null hypothesis presented is hereby rejected. The high ratings of school heads' competencies suggest robust and effective leadership, positively impacting education quality, school climate, community engagement, and educational improvement. This feedback can serve as a benchmark for other schools and inform leadership training programs.

Moreover, there are significant differences in the perceived school heads' leadership practices across various domains, including strategic leadership, operational management, focus on teaching and learning, personal and professional development, and relationship-building. Therefore, the null hypothesis presented is rejected. The high ratings of school heads' leadership practices indicate highly effective leadership that positively impacts management, teaching, professional development, community engagement, and strategic planning. These factors collectively foster a thriving school environment supporting teacher and student success.

Furthermore, there is a significant relationship between school heads' competencies and the sustainability of school communities. These correlations indicate the importance of effective leadership and management practices in fostering sustainable school environments. Therefore, the null hypothesis presented is hereby rejected. This implies that effective leadership and management are crucial for creating and maintaining sustainable school environments. This suggests that enhancing school heads' competencies can directly contribute to schools' long-term success and sustainability. Investment in leadership development and management training for school heads yields positive outcomes for school communities.

Likewise, there is a significant relationship between school heads' leadership practices and the sustainability of school communities. These correlations underscore the importance of effective leadership behaviors and practices in promoting sustainable school environments. Therefore, the null hypothesis presented is rejected. This implies that effective leadership behaviors and practices are essential for fostering sustainable school environments. This highlights the need for prioritizing and enhancing leadership practices among school heads to ensure the schools' long-term sustainability and success.

Lastly, some of the independent variables significantly predict the dependent variables. This emphasizes that school heads' competencies and leadership practices are essential for creating sustainable school communities. Effective leadership is important for a school's success, stressing the need for professional development and comprehensive evaluation of leaders. Recruitment should focus on these aspects to improve outcomes. Both competencies and leadership practices are necessary together, as one alone is not enough. Continuous research and assessment are important for ongoing improvement, emphasizing the importance of strong, competent leadership in building sustainable school communities.

Considering the related literature and field results, the researcher proposed the following recommendations:

1. School heads are encouraged to continue in their leadership practices to strategically lead the school, manage its operations and resources, focus on teaching and learning, foster personal and professional development, and establish connections to enhance the sustainability of school communities and staff satisfaction in performing their duties.

2. School heads may articulate a clear vision for sustainability within the school community. This vision should encompass environmental, social, and economic aspects of sustainability, inspiring stakeholders to work towards common goals.

3. The school may facilitate open communication channels between school heads, teachers, learners, parents, and the wider community. Collaboration fosters a sense of ownership and commitment towards sustainability initiatives, creating a more cohesive school community.

Reference:

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