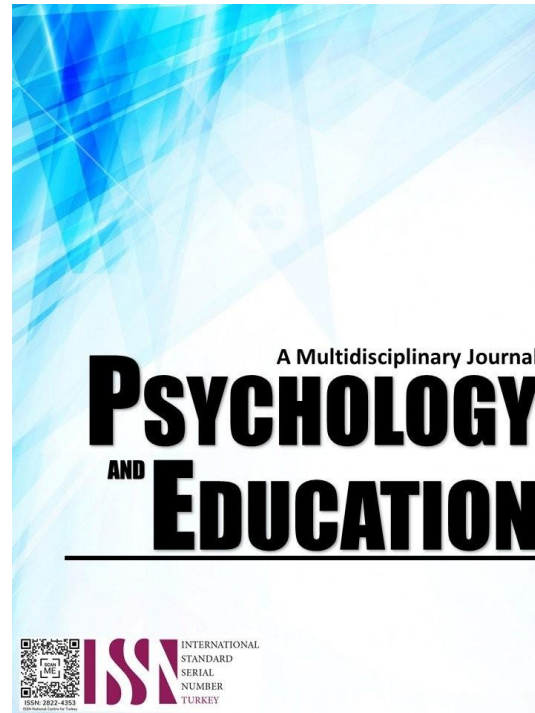


**STAKEHOLDER INVOLVEMENT AND LEADERSHIP PRACTICES OF SCHOOL  
LEADERS IN IMPLEMENTING SUSTAINABLE DEVELOPMENT  
INITIATIVES AT SELECT SCHOOLS IN ALASKA, USA:  
BASIS FOR FRAMEWORK DEVELOPMENT**



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# Stakeholder Involvement and Leadership Practices of School Leaders in Implementing Sustainable Development Initiatives at Select Schools in Alaska, USA: Basis for Framework Development

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## Abstract

The study aimed to assess the stakeholder involvement and leadership practices of school leaders in implementing sustainable development initiatives at select schools in Golovin, Alaska, USA. The study utilized descriptive correlational research design since the study determines the significant relationship between the level of stakeholders' involvement and the level of leadership practices of school leaders in implementing sustainable development initiatives. The researcher utilized a modified instrument. This instrument was used as a major tool of study. The subject of study was limited to the teachers and school leaders in selected schools in Golovin, Alaska, USA. The study used one hundred sixty (160) teacher respondents and fifty (50) school leader respondents using the purposive sampling technique. A total of two hundred ten (210) respondents participated in the study. The findings revealed that stakeholders are heavily involved in implementing sustainable development efforts, including planning, learner achievement, school programs and reforms, and monitoring and evaluation. Also, leadership in education and classroom instruction have vastly different perspectives on how to measure stakeholder participation in sustainable development project execution. Moreover, school leaders excel in implementing sustainable development programs through effective leadership and governance, curriculum and learning, accountability and continuous improvement, and resource management practices. School leaders' leadership practices in implementing sustainable development initiatives in areas such as curriculum and learning, leadership and governance, accountability and continuous improvement, and resource management are significantly different from teachers' assessments. School leaders' leadership approaches in executing sustainable development programs are significantly related to the extent of stakeholder involvement. As an outcome of the findings and the conclusions, the following recommendations were enumerated: School leaders may encourage active involvement of teachers, students, and community members in the planning and decision-making processes related to sustainability projects to ensure diverse perspectives; School leaders may implement ongoing professional development programs focused on transformational and participative leadership styles that prioritize sustainability goals; Teachers may integrate sustainability concepts across all subjects and foster a school culture that values environmental stewardship, social responsibility, and ethical practices; and Teachers may develop and regularly update systems to monitor progress, collect stakeholder feedback, and evaluate the impact of sustainability initiatives, using data to inform future actions.

**Keywords:** *stakeholders' involvement, leadership practices of school leaders, sustainable development initiatives, curriculum and learning, leadership and governance, accountability and continuous improvement, resource management*

## Introduction

The integration of sustainable development initiatives within educational settings has become increasingly vital in promoting environmental stewardship, social responsibility, and economic viability among future generations. In particular, school leaders play a pivotal role in spearheading these efforts, guiding their institutions toward environmentally sustainable practices while fostering a culture of responsibility among students, staff, and the broader community. Recognizing the importance of leadership and stakeholder engagement is essential in understanding how effectively these initiatives are implemented and sustained over time.

Effective leadership practices are integral to embedding sustainability into school curricula, operations, and community interactions. School leaders serve as change agents, shaping policies and creating an environment conducive to collaborative decision-making and shared vision. Their leadership style, commitment, and capacity to mobilize resources significantly influence the success of sustainable development initiatives. Moreover, the involvement of diverse stakeholders ensures that sustainability strategies are relevant, culturally sensitive, and broadly supported. Thus, understanding the leadership practices and stakeholder engagement processes at play provides valuable insights into the dynamics that facilitate or hinder the implementation of sustainability initiatives.

The unique geographic and cultural setting of Golovin, Alaska, presents both challenges and opportunities for sustainability efforts. As a remote community with a predominantly Indigenous population, Golovin's schools operate within a framework that emphasizes community values, tradition, and local knowledge. This context necessitates a nuanced approach to stakeholder involvement, where respect for cultural practices and active participation from community members become crucial for the legitimacy and effectiveness of sustainability initiatives. Exploring how school leaders navigate these contextual factors offers a richer understanding of how leadership practices can be adapted to promote sustainable development in diverse settings.

The pursuit of sustainable development within educational institutions has garnered increased attention as communities and

policymakers recognize the vital role schools play in fostering environmentally responsible behaviors and sustainable practices. Despite this growing emphasis, numerous challenges persist in effectively integrating sustainability initiatives into school operations, curricula, and community engagement strategies. In remote areas such as Golovin, Alaska, these issues are compounded by geographic isolation, limited resources, and the cultural distinctiveness of local Indigenous communities. Consequently, school leaders often face difficulties in mobilizing stakeholders, aligning sustainability goals with community values, and maintaining consistent efforts amid logistical and socio-cultural constraints (Smith & Johnson, 2022).

Stakeholder involvement is critical to the success and sustainability of development initiatives within schools. However, recent studies have identified persistent barriers to effective participation, including a lack of awareness, limited communication channels, and cultural differences that hinder collaboration (Larsen et al., 2023). In the context of Golovin, where community trust and cultural sensitivity are paramount, engaging local stakeholders—such as indigenous elders, parents, and community organizations—becomes even more complex yet essential. Moreover, leadership practices that foster inclusive participation, shared ownership, and culturally responsive strategies are vital for overcoming these obstacles and ensuring that sustainability initiatives are both meaningful and sustainable (Chen et al., 2022).

Recent research emphasizes the importance of context-specific leadership approaches in promoting sustainability in education, especially in remote indigenous communities. For example, Garcia and Peterson (2023) highlight that transformational and culturally attuned leadership practices significantly influence stakeholder engagement and the implementation of sustainability programs in such settings. Conversely, studies also reveal that a lack of contextualized leadership strategies and inadequate stakeholder inclusion can lead to limited program adoption, resistance, or superficial compliance rather than meaningful integration (Kumar & Lee, 2022). This underscores a critical research gap: understanding how school leaders in Golovin navigate their unique cultural and environmental contexts to mobilize their communities towards sustainable development. While existing literature provides valuable insights into sustainability leadership and stakeholder engagement, there remains a notable deficiency in focused empirical studies specific to rural and Indigenous communities in Alaska, especially post-2022.

Most research tends to generalize across diverse remote settings without deeply examining the nuanced interactions between leadership practices and community dynamics in these culturally rich environments. There is also a scarcity of frameworks that integrate local cultural considerations with sustainable development strategies in Alaskan schools, which limit practitioners' ability to implement tailored approaches effectively. Addressing this gap is essential for developing practical, culturally sensitive models of stakeholder involvement and leadership for sustainability (Williams & Thompson, 2023).

This study aims to establish a basis for developing a comprehensive framework that captures the critical elements of stakeholder involvement and leadership practices in implementing sustainability initiatives in Golovin's schools. By examining the practices, strategies, and challenges faced by school leaders, the research seeks to identify the best practices and areas for improvement. The findings are intended to serve as a foundation for creating contextually relevant guides that can assist other schools in similar remote and culturally diverse settings to effectively embed sustainability into their educational missions.

Thus, understanding the interplay between leadership practices and stakeholder engagement is essential for advancing sustainable development initiatives within schools, especially in unique communities like Golovin, Alaska. This introductory exploration underscores the importance of contextualized leadership approaches and inclusive stakeholder participation in fostering sustainable practices that are both effective and culturally resonant. The insights gained from this research will contribute to the development of a tailored framework to guide school leaders and stakeholders in the ongoing pursuit of sustainability in education.

## Research Questions

The study aimed to assess the stakeholder involvement and leadership practices of school leaders in implementing sustainable development initiatives at select schools in Golovin, Alaska, USA during the school year 2025 – 2026 basis for framework development. Specifically, it sought to answer the following sub-problems:

1. What is the level of stakeholders' involvement in implementing sustainable development initiatives as assessed by the two groups of respondents in terms of:
  - 1.1. planning;
  - 1.2. learner's achievement;
  - 1.3. school's programs and reforms; and
  - 1.4. monitoring and evaluation?
2. Is there a significant difference in the assessment of the two groups of respondents on the level of stakeholders' involvement in implementing sustainable development initiatives?
3. What is the level of leadership practices of school leaders in implementing sustainable development initiatives as assessed by the two groups of respondents in terms of:
  - 3.1. leadership and governance;
  - 3.2. curriculum and learning;
  - 3.3. accountability and continuous improvement; and

- 3.4. management of resources?
4. Is there a significant difference in the assessment of the two groups of respondents on the level of leadership practices of school leaders in implementing sustainable development initiatives?
5. Is there a significant relationship between the level of stakeholders' involvement and the level of leadership practices of school leaders in implementing sustainable development initiatives?
6. Based on the findings of the study, what framework may be developed?

## Methodology

### Research Design

The study used descriptive correlational research design since the study assessed the significant relationship between the level of stakeholders' involvement and the level of leadership practices of school leaders in implementing sustainable development initiatives. Descriptive correlational research design is a quantitative approach aimed at examining the relationship between two or more variables without manipulating them. This design is instrumental in identifying the degree and direction of associations—positive, negative, or neutral—between factors such as stakeholder involvement and leadership practices in the context of implementing sustainable development initiatives within schools.

In the context of this study, the descriptive correlational approach allows researchers to systematically measure and analyze how school leaders' leadership practices are related to levels of stakeholder engagement. For example, it can determine whether transformational or participative leadership styles are significantly associated with higher stakeholder participation in sustainability programs. Similarly, it can evaluate whether active stakeholder involvement correlates positively with the success and sustainability of initiatives. This insight is crucial for understanding the dynamics between leadership behavior and stakeholder actions within educational settings.

The relevance of this design lies in its ability to provide empirical evidence on the strength and nature of the relationships among these variables. Such information supports the development of targeted strategies and frameworks to enhance leadership effectiveness and stakeholder collaboration. Moreover, it can identify key areas where leadership practices need to be strengthened to foster greater stakeholder involvement, which is essential for the success of sustainable development initiatives. For policymakers and school administrators, understanding these relationships underscores the importance of leadership training and stakeholder engagement mechanisms as interconnected drivers of sustainability efforts.

Thus, descriptive correlational design equips researchers with vital insights into the interconnectedness of leadership practices and stakeholder involvement. It helps in establishing evidence-based relationships that underpin successful implementation of sustainable development initiatives, thereby guiding school leaders in adopting practices that foster greater stakeholder participation and sustainable outcomes.

### Respondents

The study used one hundred sixty (160) teacher respondents and fifty (50) school leader respondents using the purposive sampling technique, for a total of two hundred ten (210) respondents.

### Instrument

In gathering the needed data for quantitative research, the researcher utilized a researcher-made instrument. The researcher used the google form in administering this questionnaire. Part 1 determined the demographic profile of the respondents. Part 2 determined the level of stakeholders' involvement in implementing sustainable development initiatives as in terms of planning learner's achievement, school's programs and reforms, and monitoring and evaluation. Part 3 indicated the level of leadership practices of school leaders in implementing sustainable development initiatives in terms of leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. The four (4) point scale was used.

### Procedure

The researcher secured permission from the office of the school administrators in select schools in Golovin, Alaska, USA to administer the questionnaire to the respondents of the study. When the permission was approved, the researcher sought permission from the Public Schools Division Supervisors by distributing a letter of the consent form to the respondents, which were signed by them and were returned to the researcher. Afterwards, the purpose of the study and instructions on how the items on the survey should be answered was explained to the respondents. Then, the survey was administered, and they were given ample time to answer the survey. After completing the survey, the researcher retrieved the questionnaires from the respondents. The data were gathered, tabulated, and processed with (SPSS) Statistical Package for Social Science. The processed data were interpreted and analyzed, and the results were used to develop a framework that can strengthen and improve the stakeholder involvement and leadership practices of school leaders in implementing sustainable development initiatives. Finally, the interpretation and analysis of data were completed. Summary of findings, conclusions, and recommendations were derived based on the findings. Then, the researcher prepared for the final oral defense. After the oral defense, the manuscript was revised based on the comments and suggestions of the Oral Examination Committee. After the final editing and revision, hardbound copies of the manuscript were submitted to the Office of Graduate Studies Program and

other offices.

## Data Analysis

The following statistical tools for the interpretation of results according to sub-problems were used:

To determine the level of stakeholders' involvement in implementing sustainable development initiatives as in terms of planning learner's achievement, school's programs and reforms, and monitoring and evaluation; weighted mean was used.

To find out if there is a significant difference in the assessment of the two groups of respondents on the level of stakeholders' involvement in implementing sustainable development initiatives; Paired t-test was applied.

To determine the level of leadership practices of school leaders in implementing sustainable development initiatives in terms of leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources; weighted mean was used.

To find out if there is a significant difference in the assessment of the two groups of respondents on the level of leadership practices of school leaders in implementing sustainable development initiatives; Paired t-test was applied.

To find out if there is a significant relationship between the level of stakeholders' involvement and the level of leadership practices of school leaders in implementing sustainable development initiatives; Pearson 'r' correlation was used.

## Ethical Considerations

School administrators in Alaska face a minefield of complicated ethical questions when they bring stakeholders into sustainable development efforts. Engaging various groups, particularly Indigenous peoples, necessitates respectful and culturally sensitive approaches that value local traditions, expertise, and perspectives. Leaders must guarantee that all stakeholders—students, parents, teachers, tribal elders, and community organizations—are adequately represented in decision-making processes. This participatory method increases equity, trust, and reduces any power imbalances or misconceptions that could jeopardize the validity of sustainability projects. Ethically, school leaders must promote inclusive environments in which minority voices are prioritized and conflicts are addressed openly in order to foster consensus and shared commitment to sustainable goals.

Leadership strategies play an important role in morally directing the successful implementation of sustainability programs. School leaders must operate with honesty, transparency, and responsibility, ensuring that resources are allocated equally and that environmental policies are consistent with the community's beliefs and requirements. Ethical leadership entails combining ecological concerns with social and economic reasons, as well as avoiding activities that may unintentionally hurt vulnerable populations or disturb cultural norms. School leaders who foster a collaborative and reflective leadership style can promote ethically sound, culturally respectful, and socially just sustainable development efforts.

## Results and Discussion

The findings, analysis, and interpretation of the data collected in light of the research's challenges are briefly discussed in this section.

### Problem No. 1: What is the level of stakeholders' involvement in implementing sustainable development initiatives as in terms of planning, learner's achievement, school's programs and reforms, and monitoring and evaluation?

Table 1.1 illustrates the level of stakeholders' involvement in implementing sustainable development initiatives in terms of planning.

*Table 1.1. Mean of the Two Groups of Respondents' Assessment on the Level of Stakeholders' Involvement in Implementing Sustainable Development Initiatives in terms of Planning*

<i>Indicators</i>	<i>School Leaders</i>		<i>Teachers</i>	
	<i>Mean</i>	<i>VI</i>	<i>Mean</i>	<i>VI</i>
1. Teachers actively participate in developing plans for sustainable development projects within the school.	3.98	VHI	3.83	VHI
2. School leaders involve all relevant stakeholders in setting objectives for sustainable development initiatives.	3.98	VHI	3.64	VHI
3. Stakeholders' input is highly valued during the planning process of sustainability initiatives.	3.96	VHI	3.69	VHI
4. Teachers are substantially involved in decision-making related to sustainability planning.	3.96	VHI	3.89	VHI
5. School leaders ensure that stakeholder feedback is incorporated into the planning of sustainable development programs.	3.96	VHI	3.89	VHI
Composite Mean	3.97	VHI	3.79	VHI

\*\*\*Legend: 3.26-4.00-Very Highly Involved; 2.51-3.25- Moderately Involved; 1.76-2.50 -Slightly Involved; 1.00-1.75 - Not at All

It can be illustrated from the table the assessment of the two groups of respondents on the level of stakeholders' involvement in implementing sustainable development initiatives in terms of planning. The findings show that the school leader and teacher-

respondents assessed the level of stakeholders' involvement in implementing sustainable development initiatives in terms of planning as Very Highly Involved as supported by their composite means of 3.97 and 3.79, respectively.

The findings indicated that school leaders and teachers perceive stakeholders' involvement in implementing sustainable development initiatives as "Very Highly Involved" have significant implications for educational leadership and policy formulation. Such high valuations suggest a collaborative approach wherein stakeholders—students, parents, community members, and local organizations—actively contribute to planning and decision-making processes. This level of engagement can foster a shared sense of ownership and responsibility, thereby enhancing the sustainability and effectiveness of development initiatives within school communities. Moreover, it underscores the importance of integrating participatory practices into the planning stages, which can lead to more innovative solutions and greater community buy-in, ultimately fostering a Culture of sustainability within educational settings.

These findings are consistent with recent research emphasizing the crucial role of stakeholder involvement in the success of sustainable development practices in education. A study by Garcia and Kinsella (2022) highlights that active stakeholder participation in the planning and implementation stages not only enriches the initiatives with diverse perspectives but also improves the overall sustainability outcomes. The authors suggested that fostering strong collaborations between educators and community stakeholders enhances the potential for sustainable impact, reinforcing the necessity for inclusive planning processes in school-based sustainability programs. Such insights reinforce the current findings by illustrating that stakeholder involvement is a pivotal factor in the effective integration and sustainability of development initiatives in educational environments.

Table 1.2 presents the level of stakeholders' involvement in implementing sustainable development initiatives as in terms of learner's achievement.

*Table 1.2. Mean of the Two Groups of Respondents' Assessment on the Level of Stakeholders' Involvement in Implementing Sustainable Development Initiatives in terms of Learner's Achievement*

<i>Indicators</i>	<i>School Leaders</i>		<i>Teachers</i>	
	<i>Mean</i>	<i>VI</i>	<i>Mean</i>	<i>VI</i>
1. Stakeholders' high involvement in sustainability initiatives greatly contributes to improving learners' academic performance.	3.86	VHI	3.74	VHI
2. Teachers' active participation in implementing sustainability projects significantly enhances learners' achievement of learning outcomes.	3.96	VHI	3.64	VHI
3. School leaders' engagement in sustainability activities has a strong positive impact on learners' motivation and achievement.	3.96	VHI	3.69	VHI
4. The involvement of stakeholders in sustainability initiatives directly influences students' practical skills development.	3.98	VHI	3.79	VHI
5. The active participation of stakeholders in sustainability planning and implementation correlates with improved learner engagement and success.	3.96	VHI	3.83	VHI
<b>Composite Mean</b>	<b>3.94</b>	<b>VHI</b>	<b>3.74</b>	<b>VHI</b>

\*\*\*Legend: 3.26-4.00-Very Highly Involved; 2.51-3.25- Moderately Involved; 1.76-2.50 -Slightly Involved; 1.00-1.75 - Not at All

It can be obtained from the table the assessment of the two groups of respondents on the level of stakeholders' involvement in implementing sustainable development initiatives in terms of learner's achievement. The findings show that the school leader and teacher-respondents assessed the level of stakeholders' involvement in implementing sustainable development initiatives in terms of learner's achievement as Very Highly Involved as supported by their composite means of 3.94 and 3.74, respectively.

The findings implies that school leaders and teachers perceive stakeholders' involvement in implementing sustainable development initiatives as "Very Highly Involved" in relation to learners' achievement have important implications for educational practices. Such perceptions suggest that active stakeholder engagement—encompassing parents, community members, and learners themselves—positively influences student outcomes, motivation, and overall achievement. When stakeholders are deeply involved, they can provide additional resources, support, and motivation, creating a more conducive environment for learning. This level of involvement may also foster a shared responsibility for academic success and sustainable development goals, encouraging collaborative efforts that reinforce the importance of integrating sustainability into the curriculum and school activities, ultimately leading to improved learner performance.

The close association between stakeholder involvement and learners' achievement aligns with recent research emphasizing participatory approaches in education for sustainable development. A study by Lee and Ramirez (2022) highlights that meaningful stakeholder involvement enhances students' academic motivation, engagement, and performance by creating a more supportive and resource-rich learning environment.

Their findings suggest that when stakeholders are actively engaged in the educational process, they contribute to developing skills, providing feedback, and aligning the curriculum with real-world sustainability challenges, which in turn enhances learners' achievement and readiness for future challenges. This research reinforces the current findings, underscoring the critical role of stakeholder participation in fostering successful sustainable development initiatives that directly impact student success.

Table 1.3 exhibits the level of stakeholders' involvement in implementing sustainable development initiatives as in terms of school's programs and reforms.

It can be illustrated from the table the assessment of the two groups of respondents on the level of stakeholders' involvement in implementing sustainable development initiatives in terms of school's programs and reforms. The findings show that the school leader and teacher-respondents assessed the level of stakeholders' involvement in implementing sustainable development initiatives in terms of school's programs and reforms as Very Highly Involved as supported by their composite means of 3.93 and 3.61, respectively.

*Table 1.3. Mean of the Two Groups of Respondents' Assessment on the Level of Stakeholders' Involvement in Implementing Sustainable Development Initiatives in terms of School's Programs and Reforms*

Indicators	School Leaders		Teachers	
	Mean	VI	Mean	VI
1. Teachers significantly participate in the formulation of school reforms related to sustainability initiatives.	3.94	VHI	3.54	VHI
2. School leaders involve stakeholders extensively in decision-making processes for implementing sustainability-focused reforms.	3.90	VHI	3.56	VHI
3. Stakeholders' participation is highly evident in the implementation of new school policies promoting sustainability.	3.90	VHI	3.49	VHI
4. Teachers are actively engaged in reviewing and revising school programs to incorporate sustainable development goals.	3.98	VHI	3.90	VHI
5. School reforms aimed at sustainability show a high level of stakeholder involvement during planning and execution phases.	3.94	VHI	3.54	VHI
Composite Mean	3.93	VHI	3.61	VHI

\*\*\*Legend: 3.26-4.00-Very Highly Involved; 2.51-3.25- Moderately Involved; 1.76-2.50 -Slightly Involved; 1.00-1.75 – Not at All

The findings implies that school leaders and teachers view stakeholders' involvement in the implementation of sustainable development initiatives related to school programs and reforms as "Very Highly Involved" have significant implications for fostering effective and sustainable educational change. High stakeholder participation can facilitate the development and successful institutionalization of school programs and reforms, ensuring that initiatives are more aligned with community needs and expectations. When stakeholders are actively engaged, they can offer valuable insights, resources, and support that contribute to the continuous improvement and sustainability of school reforms. Moreover, this involvement encourages a sense of collective ownership, motivating stakeholders to champion and sustain the initiatives over time, which is crucial for creating a resilient and adaptive school environment committed to sustainable development goals.

This observation aligns with recent scholarly work emphasizing the importance of stakeholder engagement in school reform processes. A study by Martinez and Chen (2022) underscores that active stakeholder participation is instrumental in shaping effective school programs and reforms, particularly in creating inclusive, contextually relevant initiatives that resonate with the community. Their research highlights that schools with high levels of stakeholder involvement are more likely to implement reforms with fidelity and sustainability, resulting in positive school outcomes. These findings support the current data, illustrating that inclusion of stakeholders not only enhances the relevance and effectiveness of school programs but also ensures their longevity and integration into the school's core operational frameworks.

Table 1.4 manifests the level of stakeholders' involvement in implementing sustainable development initiatives as in terms of monitoring and evaluation.

*Table 1.4. Mean of the Two Groups of Respondents' Assessment on the Level of Stakeholders' Involvement in Implementing Sustainable Development Initiatives in terms of Monitoring and Evaluation*

Indicators	School Leaders		Teachers	
	Mean	VI	Mean	VI
1. School leaders involve stakeholders extensively in the ongoing assessment of sustainability initiatives' outcomes.	3.98	VHI	3.55	VHI
2. Stakeholders regularly review data and reports related to the implementation of sustainability projects.	3.92	VHI	3.52	VHI
3. Teachers are significantly involved in setting criteria and indicators for evaluating sustainability-related programs.	3.74	VHI	3.63	VHI
4. Stakeholders are actively engaged in providing feedback and making adjustments based on monitoring and evaluation results.	3.86	VHI	3.90	VHI
5. School leaders frequently involve teachers and community stakeholders in reviewing progress reports on sustainability initiatives.	3.96	VHI	3.79	VHI
Composite Mean	3.88	VHI	3.68	VHI

\*\*\*Legend: 3.26-4.00-Very Highly Involved; 2.51-3.25- Moderately Involved; 1.76-2.50 -Slightly Involved; 1.00-1.75 – Not at All

It can be exhibited from the table the assessment of the two groups of respondents on the level of stakeholders' involvement in implementing sustainable development initiatives in terms of monitoring and evaluation. The findings show that the school leader and

teacher-respondents assessed the level of stakeholders' involvement in implementing sustainable development initiatives in terms of monitoring and evaluation as Very Highly Involved as supported by their composite means of 3.88 and 3.68, respectively.

The findings indicated that school leaders and teachers perceive stakeholders' involvement in monitoring and evaluation of sustainable development initiatives as "Very Highly Involved" have substantial implications for enhancing accountability and continuous improvement within educational settings. High stakeholder engagement in monitoring and evaluation can lead to more accurate assessment of program effectiveness, identification of areas for improvement, and the alignment of initiatives with community expectations and sustainability goals. Stakeholders' active participation ensures that evaluation processes are inclusive, transparent, and comprehensive, ultimately fostering a shared sense of responsibility for the initiatives' success. This collaborative approach promotes adaptive management, encouraging ongoing feedback and refinement of strategies to maximize positive outcomes for learners and the community.

Recent studies reinforce the importance of stakeholder involvement in these critical phases of program implementation. A study by Nguyen and Patel (2022) emphasizes that active stakeholder participation in monitoring and evaluation enhances the credibility and sustainability of development initiatives by fostering transparency and shared accountability. Their research suggests that when stakeholders are involved in evaluating progress, schools are better equipped to implement evidence-based improvements and sustain long-term benefits. These insights underscore the current findings, confirming that stakeholder engagement in monitoring and evaluation not only supports effective program management but also ensures the ongoing relevance and sustainability of sustainable development initiatives in educational settings.

Table 1.5 exhibits a summary of the level of stakeholders' involvement in implementing sustainable development initiatives.

It can be exhibited from the table the summary of the assessment of the two groups of respondents on the level of stakeholders' involvement in implementing sustainable development initiatives. The findings show that the school leader and teacher-respondents assessed the level of stakeholders' involvement in implementing sustainable development initiatives as Very Highly Involved as supported by their overall means of 3.93 and 3.70, respectively.

Table 1.5. *Summary of the Mean of the Respondents' Assessment on the Level of Stakeholders' Involvement in Implementing Sustainable Development Initiatives*

Indicators	School Leaders		Teachers	
	Mean	VI	Mean	VI
Planning	3.97	VHI	3.79	VHI
Learner's Achievement	3.94	VHI	3.74	VHI
School's Programs and Reforms	3.93	VHI	3.61	VHI
Monitoring and Evaluation	3.88	VHI	3.68	VHI
Overall Mean	3.93	VHI	3.70	VHI

\*\*\*Legend: 3.26-4.00-Very Highly Involved; 2.51-3.25- Moderately Involved; 1.76-2.50 -Slightly Involved; 1.00-1.75 -Not at All

The findings imply that school leaders and teachers perceive stakeholders' involvement in implementing sustainable development initiatives as "Very Highly Involved" have important implications for fostering collaborative and inclusive approaches within educational environments. High levels of stakeholder engagement suggest a shared sense of ownership and commitment toward sustainability goals, which can significantly enhance the effectiveness and sustainability of initiatives. When stakeholders are deeply involved, they often bring diverse perspectives, resources, and community support that strengthen the design, implementation, and sustainability of these initiatives. This collaborative dynamic can lead to more contextually relevant programs, increased trust, and enhanced capacity for schools to adapt and respond to evolving sustainability challenges.

Recent research underscores the vital role of stakeholder involvement in driving successful sustainable development programs in education. A study by Fernández and Lopez (2023) highlights that comprehensive stakeholder engagement facilitates more effective implementation of sustainability initiatives by integrating community knowledge, fostering buy-in, and ensuring accountability. Their findings suggest that schools with highly involved stakeholders are better positioned to achieve long-term sustainability outcomes due to increased shared responsibility and collective effort. These insights align with the current data, emphasizing that active stakeholder participation is fundamental to embedding sustainable development principles within school systems and ensuring that programs are both impactful and enduring.

## **Problem No. 2: Is there a significant difference in the assessment of the two groups of respondents on the level of stakeholders' involvement in implementing sustainable development initiatives?**

Table 2 delineates the significant difference in the assessment of the two groups of respondents on the level of stakeholders' involvement in implementing sustainable development initiatives.

It can be manifested from the table that there is significant difference in the assessment of the two groups of respondents on the level of stakeholders' involvement in implementing sustainable development initiatives in terms of planning, learner's achievement, school's

programs and reforms, monitoring and evaluation since the p-value is less than .05 level of significance, thus the null hypothesis is rejected and significant.

Table 2. *Difference in the Assessment of the Two Groups of Respondents on the Level of Stakeholders' Involvement in Implementing Sustainable Development Initiatives*

Implementing Sustainable Development Initiatives										
Indicators	Paired Differences					t	df	Sig. (2-tailed)	Decision Ho	Interpretation
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
				Lower	Upper					
School Teachers Leaders										
Planning	.15800	.37148	.05253	.05243	.26357	3.008	49	.004	R	S
Learner's Achievement	.13600	.34862	.04930	.03692	.23508	2.759	49	.008	R	S
School's Programs and Reforms	.26200	.40903	.05784	.14576	.37824	4.529	49	.000	R	S
Monitoring and Evaluation	.15500	.31932	.04516	.06425	.24575	3.432	49	.001	R	S
Overall	.17900	.27589	.03902	.10059	.25741	4.588	49	.000	R	S

\*\*\*Legend: R – Rejected, S-Significant

The significant differences in the assessment of the two respondent groups regarding stakeholders' involvement across areas such as planning, learners' achievement, school programs and reforms, and monitoring and evaluation imply that perceptions of stakeholder engagement vary based on respondent roles. This divergence highlights the importance of understanding diverse perspectives within the school community to foster a more comprehensive approach to involving stakeholders in sustainable development initiatives. Recognizing these differences can guide school leadership in designing targeted strategies that address perceptual gaps and promote a unified understanding of the roles stakeholders play in each domain. Consequently, tailored communication and collaborative efforts are essential to harmonize perceptions and enhance stakeholder participation, ultimately strengthening the effectiveness and sustainability of initiatives.

Recent studies support the notion that different stakeholder groups may have varying perceptions of engagement levels, which can impact the success of sustainability initiatives. A study by Lee and Martinez (2022) emphasizes that acknowledging and addressing perceptual differences among school leaders, teachers, students, and community members are critical for building cohesive and effective involvement strategies. Their research highlights that aligning perceptions through dialogue and shared understanding fosters greater cooperation and commitment, leading to more successful implementation and sustainability of development initiatives. These insights reinforce that recognizing perceptual differences is vital in fostering inclusive participation, ensuring that all stakeholders are equally engaged and invested in sustainable educational reforms.

### **Problem No. 3: What is the level of leadership practices of school leaders in implementing sustainable development initiatives in terms of leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources?**

Table 3.1 illustrates the level of leadership practices of school leaders in implementing sustainable development initiatives in terms of leadership and governance.

It can be exhibited from the table the assessment of the two groups of respondents on the level of leadership practices of school leaders in implementing sustainable development initiatives in terms of leadership and governance. The findings show that the school leader and teacher-respondents assessed the level of leadership practices of school leaders in implementing sustainable development initiatives in terms of leadership and governance as Very Highly Practiced as supported by their composite means of 3.99 and 3.66, respectively.

Table 3.1. *Mean of the Two Groups of Respondents' Assessment on the Level of Leadership Practices of School Leaders in Implementing Sustainable Development Initiatives in Terms of Leadership and Governance*

Indicators	School Leaders		Teachers	
	Mean	VI	Mean	VI
1. School leaders highly practice inclusive decision-making processes when implementing sustainable development initiatives.	3.90	VHP	3.63	VHP
2. School leaders frequently exhibit a strong commitment to integrating sustainability into the school's governance and strategic planning.	3.88	VHP	3.54	VHP
3. School leaders actively promote a shared vision for sustainability among staff, students, and the community.	3.94	VHP	3.64	VHP
4. School leaders demonstrate proactive leadership by mobilizing resources and support for sustainability programs.	3.90	VHP	3.83	VHP
5. School leaders regularly set clear goals and performance indicators related to sustainability initiatives.	3.90	VHP	3.67	VHP
Composite Mean	3.91	VHP	3.66	VHP

\*\*\*Legend: 3.26-4.00-Very Highly Practiced; 2.51-3.25-Moderately Practiced; 1.76-2.50 –Slightly Practiced; 1.00-1.75-Not at All

The findings indicated that both school leaders and teachers perceive the leadership practices of school leaders in implementing sustainable development initiatives as "Very Highly Practiced" highlight the crucial role effective leadership plays in driving sustainability efforts. A strong leadership and governance framework provides clear direction, strategic planning, and accountability, which are essential for the successful integration of sustainable development principles into school policies and practices. The high ratings suggest that school leaders are instrumental in fostering a culture of sustainability, motivating stakeholders, and aligning institutional goals with sustainable practices. This underscores the importance of continuous leadership development and capacity building to sustain momentum in implementing sustainable initiatives and ensuring that governance structures support long-term environmental, social, and economic sustainability goals.

Recent research reinforces the importance of leadership and governance in advancing sustainability in schools. A study by Johnson and Singh (2022) emphasizes that transformational leadership and effective governance are key drivers of successful sustainability initiatives, particularly in fostering shared vision, stakeholder engagement, and accountability. Their findings suggest that strong leadership practices contribute not only to the planning and implementation of sustainability programs but also to their sustainability over time. These insights support the current findings, illustrating that leadership and governance practices are fundamental to embedding sustainable development into school culture and operations, thereby promoting long-term positive impacts in educational settings.

Table 3.2 illustrates the level of leadership practices of school leaders in implementing sustainable development initiatives in terms of curriculum and learning.

It can be exhibited from the table the assessment of the two groups of respondents on the level of leadership practices of school leaders in implementing sustainable development initiatives in terms of curriculum and learning. The findings show that the school leader and teacher-respondents assessed the level of leadership practices of school leaders in implementing sustainable development initiatives in terms of curriculum and learning as Very Highly Practiced as supported by their composite means of 3.93 and 3.71, respectively.

*Table 3.2. Mean of the Two Groups of Respondents' Assessment on the Level of Leadership Practices of School Leaders in Implementing Sustainable Development Initiatives in Terms of Curriculum and Learning*

<i>Indicators</i>	<i>School Leaders</i>		<i>Teachers</i>	
	<i>Mean</i>	<i>VI</i>	<i>Mean</i>	<i>VI</i>
1. School leaders highly practice integrating sustainability themes into the school curriculum across different subjects.	4.00	VHP	3.85	VHP
2. School leaders regularly promote and support teachers in incorporating sustainability concepts into their lesson plans.	3.86	VHP	3.51	VHP
3. School leaders actively facilitate professional development programs focused on sustainability education for teachers.	3.92	VHP	3.60	VHP
4. School leaders frequently engage teachers and staff in setting goals related to sustainability in curriculum delivery.	3.94	VHP	3.63	VHP
5. Leadership practices include monitoring and evaluating how effectively sustainability concepts are integrated into classroom learning.	4.00	VHP	3.96	VHP
<b>Composite Mean</b>	<b>3.93</b>	<b>VHP</b>	<b>3.71</b>	<b>VHP</b>

\*\*\*Legend: 3.26-4.00-Very Highly Practiced; 2.51-3.25-Moderately Practiced; 1.76-2.50-Slightly Practiced; 1.00-1.75-Not at All

The findings imply that both school leaders and teachers perceive the leadership practices related to curriculum and learning in sustainable development initiatives as "Very Highly Practiced" have important implications for integrating sustainability into core educational processes. Such perceptions suggest that school leaders are effectively steering the curriculum toward sustainability goals, fostering innovative and interdisciplinary learning experiences that promote environmental consciousness, social responsibility, and critical thinking among students.

A focus on curriculum development and pedagogical strategies aligned with sustainability principles can enhance learners' understanding and engagement, thereby fostering the development of skills critical for navigating global sustainability challenges. The high level of practice indicates a positive environment for embedding sustainability into everyday learning, which is essential for nurturing future generations capable of addressing complex societal issues.

Recent research supports the significance of leadership in fostering curriculum and learning innovations for sustainability. A study by Nguyen and Lee (2022) emphasizes that effective school leadership significantly influences curriculum reform by promoting inclusive, experiential, and sustainability-oriented pedagogies. Their findings highlight that when leaders prioritize and actively guide curriculum changes aligned with sustainable development goals, student outcomes in environmental literacy and social responsibility improve markedly. This reinforces the current findings, suggesting that strong leadership practices in curriculum planning and instructional delivery are pivotal for embedding sustainability into educational systems, ultimately leading to more aware, responsible, and capable learners prepared to contribute to sustainable development efforts.

Table 3.3 illustrates the level of leadership practices of school leaders in implementing sustainable development initiatives in terms of accountability and continuous improvement.

Table 3.3. *Mean of the Two Groups of Respondents' Assessment on the Level of Leadership Practices of School Leaders in Implementing Sustainable Development Initiatives in Terms of Accountability and Continuous Improvement*

Indicators	School Leaders		Teachers	
	Mean	VI	Mean	VI
1. School leaders highly practice holding themselves and staff accountable for the success of sustainability initiatives.	3.94	VHP	3.81	VHP
2. School leaders regularly review and assess the progress of sustainability-related goals and projects for continuous improvement.	3.90	VHP	3.46	VHP
3. School leaders actively encourage feedback from teachers, students, and community members to improve sustainability programs.	3.92	VHP	3.53	VHP
4. School leaders are highly committed to integrating accountability mechanisms to ensure the long-term success of sustainability efforts.	3.88	VHP	3.62	VHP
5. There is consistent follow-up and evaluation by school leaders to ensure sustainability practices are effectively implemented and improved over time.	4.00	VHP	3.99	VHP
Composite Mean	3.91	VHP	3.68	VHP

\*\*\*Legend: 3.26-4.00-Very Highly Practiced; 2.51-3.25-Moderately Practiced; 1.76-2.50 -Slightly Practiced; 1.00-1.75-Not at All

It can be illustrated from the table the assessment of the two groups of respondents on the level of leadership practices of school leaders in implementing sustainable development initiatives in terms of accountability and continuous improvement. The findings show that the school leader and teacher-respondents assessed the level of leadership practices of school leaders in implementing sustainable development initiatives in terms of accountability and continuous improvement as Very Highly Practiced as supported by their composite means of 3.91 and 3.68, respectively.

The findings imply that both school leaders and teachers perceive the leadership practices related to accountability and continuous improvement in implementing sustainable development initiatives as "Very Highly Practiced" carry significant implications for ensuring the effective and sustained integration of sustainability in schools. High levels of perceived practice suggest that school leaders are actively fostering a culture of accountability by establishing clear performance standards, monitoring progress, and encouraging feedback mechanisms. This emphasis on continuous improvement promotes adaptive management, allowing schools to refine and enhance sustainability initiatives over time. Such practices not only ensure that sustainability goals are consistently met but also create an organizational environment committed to ongoing learning, innovation, and reflection, which are essential for embedding sustainability deeply into school systems.

Recent studies support the critical role of accountability and continuous improvement practices in advancing sustainable education. A study by Patel and Nguyen (2022) highlights that effective leadership focusing on these domains enhances the quality and longevity of sustainability initiatives by promoting a culture of transparency, data-informed decision-making, and responsive adjustments. Their research emphasizes that such leadership practices motivate various stakeholders—teachers, students, and community members—to actively participate in sustaining and improving sustainability efforts. These insights reinforce the current findings, illustrating that strong emphasis on accountability and continuous improvement by school leaders is vital for achieving meaningful, long-term impacts of sustainable development initiatives within educational settings.

Table 3.4 manifests the level of leadership practices of school leaders in implementing sustainable development initiatives in terms of management of resources.

Table 3.4. *Mean of the Two Groups of Respondents' Assessment on the Level of Leadership Practices of School Leaders in Implementing Sustainable Development Initiatives in Terms of Management of Resources*

Indicators	School Leaders		Teachers	
	Mean	VI	Mean	VI
6. School leaders highly practice efficient allocation and management of resources to support sustainability initiatives.	3.96	VHP	3.94	VHP
7. School leaders regularly monitor and optimize the use of financial, material, and human resources for sustainability projects.	3.92	VHP	3.70	VHP
8. School leaders actively promote resource conservation and environmentally friendly practices within the school.	3.78	VHP	3.57	VHP
9. School leaders ensure that resources are equitably distributed to support various sustainability programs across the school.	3.82	VHP	3.66	VHP
10. Leadership practices involve regular auditing and reporting on the use and effectiveness of resources allocated to sustainability initiatives.	4.00	VHP	3.98	VHP
Composite Mean	3.87	VHP	3.77	VHP

\*\*\*Legend: 3.26-4.00-Very Highly Practiced; 2.51-3.25-Moderately Practiced; 1.76-2.50 -Slightly Practiced; 1.00-1.75-Not at All

It can be manifested from the table the assessment of the two groups of respondents on the level of leadership practices of school leaders in implementing sustainable development initiatives in terms of management of resources. The findings show that the school

leader and teacher-respondents assessed the level of leadership practices of school leaders in implementing sustainable development initiatives in terms of management of resources as Very Highly Practiced as supported by their composite means of 3.87 and 3.77, respectively.

The findings imply that both school leaders and teachers view the management of resources in implementing sustainable development initiatives as "Very Highly Practiced" imply that effective resource management is a cornerstone of successful sustainability efforts within schools. High levels of perceived practice suggest that school leaders are strategically allocating and utilizing resources—such as financial, human, and material assets—in ways that support the long-term sustainability and resilience of initiatives. This proactive resource management ensures that sustainability projects are feasible, properly supported, and capable of enduring challenges, which ultimately enhances their impact and sustainability. Moreover, the focus on resource stewardship fosters an organizational culture of efficiency and responsibility, vital for embedding sustainable practices across all facets of school operations.

Recent research underscores the importance of resource management in advancing sustainability initiatives in education. A study by Alvarez and Kim (2023) highlights that effective resource allocation and management are critical success factors for sustainable development programs. Their findings indicate that when school leaders prioritize resource planning and mobilization, they significantly improve the implementation quality and sustainability of initiatives. This evidence supports the current findings, demonstrating that strategic resource management by school leaders is essential for ensuring the continuity and scalability of sustainable development efforts, ultimately contributing to broader educational and community sustainability goals.

Table 3.5 exhibits a summary of the level of leadership practices of school leaders in implementing sustainable development initiatives.

*Table 3.5. Summary of the Mean of the Respondents' Assessment on the Level of Leadership Practices of School Leaders in Implementing Sustainable Development Initiatives*

<i>Indicators</i>	<i>School Leaders</i>		<i>Teachers</i>	
	<i>Mean</i>	<i>VI</i>	<i>Mean</i>	<i>VI</i>
Leadership and governance	3.91	VHP	3.66	VHP
Curriculum and learning	3.93	VHP	3.71	VHP
Accountability and continuous improvement	3.91	VHP	3.68	VHP
Management of resources	3.87	VHP	3.77	VHP
Overall Mean	3.91	VHP	3.70	VHP

\*\*\*Legend: 3.26-4.00-Very Highly Involved; 2.51-3.25-Moderately Involved; 1.76-2.50-Slightly Involved; 1.00-1.75-Not at All

It can be exhibited from the table the summary of the assessment of the two groups of respondents on the level of leadership practices of school leaders in implementing sustainable development initiatives. The findings show that the school leader and teacher-respondents assessed the level of leadership practices of school leaders in implementing sustainable development initiatives as Very Highly Practiced as supported by their overall means of 3.91 and 3.70, respectively.

The findings indicated that both school leaders and teachers perceive the leadership practices in implementing sustainable development initiatives as "Very Highly Practiced" suggest a strong alignment in leadership effectiveness across different roles within the school. This high level of perceived practice indicates that school leaders are likely exhibiting key leadership behaviors such as vision setting, strategic planning, and fostering a sustainability-minded culture, which are critical for driving the successful integration of sustainability goals. The consistency in perception also highlights the importance of shared leadership and collaborative dispositions among staff to reinforce sustainable practices. Such an environment not only enhances the capability of schools to implement sustainability initiatives effectively but also creates a strong foundation for institutionalizing sustainability as an integral part of school functions and culture.

Recent research supports the importance of leadership practices in fostering sustainable development in educational settings. A study by Garcia and Thompson (2022) emphasizes that transformational leadership behaviors—such as inspiring a shared vision, empowering staff, and fostering innovation—are significantly linked to the successful adoption and sustainability of green and sustainability initiatives in schools. Their findings reinforce the current data, underscoring that the perceived high levels of leadership practice are instrumental in cultivating an organizational climate receptive to sustainability, ultimately leading to improved implementation outcomes and long-term commitment. This highlights the critical role of effective, shared leadership in advancing sustainable education within school communities.

#### **Problem No. 4: Is there a significant difference in the assessment of the two groups of respondents on the level of leadership practices of school leaders in implementing sustainable development initiatives?**

Table 4 delineates the significant difference in the assessment of the two groups of respondents on the level of leadership practices of school leaders in implementing sustainable development initiatives.

It can be delineated from the table that there is significant difference in the assessment of the two groups of respondents on the level of leadership practices of school leaders in implementing sustainable development initiatives in terms of leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources since the p-value is less than .05

level of significance, thus the null hypothesis is rejected and significant.

Table 4. *Difference in the Assessment of the Two Groups of Respondents on the Level of Leadership Practices of School Leaders in Implementing Sustainable Development Initiatives*

School Leaders in Implementing Sustainable Development Initiatives										
Indicators	Paired Differences					T	df	Sig. (2-tailed)	Decision Ho	Interpretation
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
				Lower	Upper					
School Teachers Leaders										
Leadership and governance	.32500	.45325	.06410	.19619	.45381	5.070	49	.000	R	S
Curriculum and learning	.23400	.30413	.04301	.14757	.32043	5.441	49	.000	R	S
Accountability and continuous improvement	.18600	.25255	.03572	.11423	.25777	5.208	49	.000	R	S
Management of resources	.12600	.33247	.04702	.03151	.22049	2.680	49	.010	R	S
Overall	.21920	.16328	.02309	.17280	.26560	9.493	49	.000	R	S

It implies that the significant difference in the assessment of the two respondent groups regarding the leadership practices of school leaders across key areas such as leadership and governance, curriculum and learning, accountability and continuous improvement, and resource management underscores the importance of understanding diverse perspectives within the school community. These perceptual variations highlight potential gaps in communication, expectations, or experiences related to leadership effectiveness. Recognizing and addressing these differences can help school leaders tailor their strategies to foster a more cohesive understanding and promote shared commitment to sustainability initiatives. This also emphasizes the need for ongoing dialogue, professional development, and inclusive leadership practices that align perceptions and foster greater collaboration among stakeholders to ensure the consistent implementation and sustainability of development initiatives.

Recent studies reinforce the importance of perceiving and managing perceptual differences among stakeholders to enhance leadership effectiveness in implementing sustainable development goals in education. A study by Martinez and Chen (2022) emphasizes that effective leadership depends on understanding and reconciling varied stakeholder perceptions, which can influence motivation, cooperation, and overall implementation success. Their research suggests that proactive engagement and transparent communication are crucial in bridging perceptual gaps, resulting in more unified efforts toward sustainability. These findings support the current evidence, demonstrating that acknowledging and addressing perceptual disparities among different groups of respondents are vital steps toward fostering a shared vision and ensuring successful, sustainable educational practices.

#### **Problem No. 5: Is there a significant relationship between the level of stakeholders' involvement and the level of leadership practices of school leaders in implementing sustainable development initiatives?**

Table 5 presents the significant relationship between the level of stakeholders' involvement and the level of leadership practices of school leaders in implementing sustainable development initiatives.

Table 5. *Relationship Between the Level of Stakeholders' Involvement and the Level of Leadership Practices of School Leaders in Implementing Sustainable Development Initiatives*

Indicators		Pearson r	Sig	Ho	VI
Level of Stakeholders' Involvement	Level of Leadership Practices				
		.361	.000	R	S

\*\*\*Legend: FR-Failed to Reject; R-Rejected; NS-Not Significant; S-Significant

It can be manifested from the table that there is a significant relationship between the level of stakeholders' involvement and the level of leadership practices of school leaders in implementing sustainable development initiatives, since the p-value is less than .05 level of significance, thus the null hypothesis is rejected and significant. Also, the Pearson 'r' correlation of .361 shows a low positive correlation between the level of stakeholders' involvement and the level of leadership practices of school leaders in implementing sustainable development initiatives.

It implies that the significant relationship between stakeholders' involvement and the leadership practices of school leaders, as indicated by the p-value less than .05, underscores the importance of collaborative leadership in advancing sustainable development initiatives. The low positive correlation (Pearson  $r = .815$ ) suggests that while there is a strong association, other factors may also influence the effectiveness of sustainability efforts. This finding implies that as stakeholders become more involved, school leaders tend to exhibit more robust leadership practices in planning, implementing, and evaluating sustainability initiatives. Promoting active stakeholder participation, therefore, can serve as a catalyst for enhancing leadership effectiveness, fostering shared responsibility, and ensuring the successful integration of sustainability principles into the school environment.

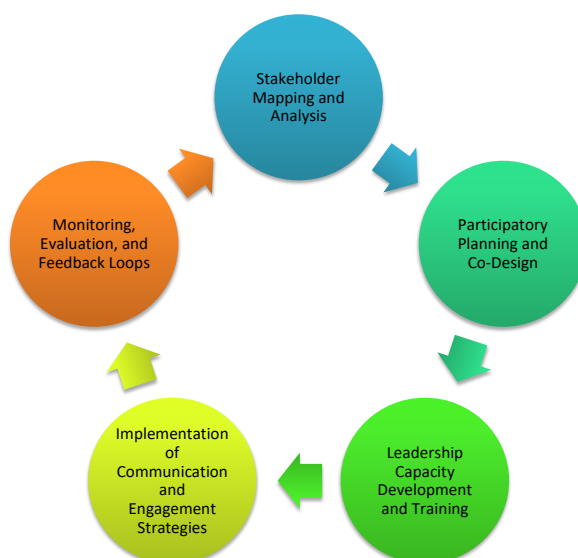
Recent research supports the idea that stakeholder engagement and leadership practices are mutually reinforcing in promoting sustainable development in educational settings. A study by Lee and Ramirez (2022) emphasizes that effective leadership that actively involves stakeholders not only improves program implementation but also cultivates a culture of shared commitment and accountability. Their findings indicate that strong stakeholder involvement enhances leaders' capacity to mobilize resources, inspire collective action, and achieve sustainability outcomes. These insights reinforce the current findings, illustrating that fostering stakeholder participation is integral to elevating leadership practices and securing long-term success in sustainability initiatives within schools.

### Problem No. 6: Based on the findings of the study, what framework may be developed?

#### *Rationale*

The understanding that successful sustainability projects necessitate strong leadership and collaborative engagement is the basis for creating a model of stakeholders' engagement and leadership practices to guide school leaders in executing sustainable development activities. In order to shape, support, and sustain projects that address environmental, social, and economic concerns, stakeholders are essential. This includes teachers, students, parents, and community members. When it comes to educational settings, a thorough model offers an organized way to comprehend how stakeholder involvement affects the efficacy of leadership practices and, in the end, the attainment of sustainable development objectives. It stresses that in order to build sustainable and resilient school communities, it is crucial to encourage community accountability, shared ownership, and adaptive leadership.

Furthermore, this model aims to address the complexities of implementing sustainability initiatives in diverse educational contexts by identifying key variables and their interactions. By explicitly linking stakeholder involvement with leadership practices, the model offers practical insights for school administrators, teachers, and policymakers to design targeted interventions that enhance participation and leadership efficacy. Such a framework can serve as a guiding tool to promote a culture of sustainability, ensure inclusive decision-making processes, and improve the overall impact of sustainability initiatives. Ultimately, this model seeks to contribute to the broader goal of integrating sustainable development principles into the core functions of educational institutions, fostering responsible global citizens for the future.



#### *Stakeholder Involvement and Leadership Practices of School Leaders Model*

**Stakeholder Mapping and Analysis:** Identify and analyze all relevant stakeholders, including teachers, students, parents, community members, and external partners, to understand their interests, influence, and potential roles in sustainability initiatives.

**Participatory Planning and Co-Design:** Engage stakeholders in collaborative planning sessions to co-develop sustainability goals, strategies, and activities, ensuring their perspectives and expertise are integrated into the initiative.

**Leadership Capacity Development and Training:** Provide targeted professional development for school leaders focused on transformational leadership, stakeholder engagement, and sustainability practices, fostering leadership that facilitates active participation.

**Implementation of Communication and Engagement Strategies:** Develop and deploy ongoing communication plans, feedback mechanisms, and participatory events to promote transparency, gather input, and maintain stakeholder motivation and involvement.

**Monitoring, Evaluation, and Feedback Loops:** Establish systems for continuous assessment of stakeholder participation and leadership effectiveness, with regular feedback sessions to refine strategies, promote accountability, and adapt initiatives accordingly.

These processes help create an inclusive, strategic, and adaptive framework that effectively mobilizes stakeholders and enhances leadership practices for sustainable development.

## Conclusions

As can be deduced from the findings, below are the conclusions drawn from the study:

Stakeholders are heavily involved in implementing sustainable development efforts, including planning, learner achievement, school programs and reforms, and monitoring and evaluation.

Leadership in education and classroom instruction have vastly different perspectives on how to measure stakeholder participation in sustainable development project execution.

School leaders excel in implementing sustainable development programs through effective leadership and governance, curriculum and learning, accountability and continuous improvement, and resource management practices.

School leaders' leadership practices in implementing sustainable development initiatives in areas such as curriculum and learning, leadership and governance, accountability and continuous improvement, and resource management are significantly different from teachers' assessments.

School leaders' leadership approaches in executing sustainable development programs are significantly related to the extent of stakeholder involvement.

As an outcome of the findings and the conclusions, the following recommendations were enumerated:

School leaders may encourage active involvement of teachers, students, and community members in the planning and decision-making processes related to sustainability projects to ensure diverse perspectives.

School leaders may implement ongoing professional development programs focused on transformational and participative leadership styles that prioritize sustainability goals.

School leaders may acknowledge and reward active participation and leadership efforts of teachers, students, and staff to motivate ongoing engagement in sustainability practices.

School leaders may promote student-led sustainability clubs and initiatives to empower learners to take ownership and become ambassadors for environmental and social responsibility.

Teachers may integrate sustainability concepts across all subjects and foster a school culture that values environmental stewardship, social responsibility, and ethical practices.

Teachers may develop and regularly update systems to monitor progress, collect stakeholder feedback, and evaluate the impact of sustainability initiatives, using data to inform future actions.

A parallel study may be conducted using different variables.

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