

# Mediating Effects of Organizational Learning on Transformational Leadership and Sustainability Capacity of Public Elementary Schools

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## ABSTRACT

This study investigated the mediating role of organizational learning in the relationship between transformational leadership and sustainability capacity in public elementary schools in Looc District, Division of Romblon. Using a researcher-designed instrument, this study assessed the levels of transformational leadership, organizational learning, and sustainability capacity. Data collected from 124 respondents revealed significant positive correlations between transformational leadership ( $r = 0.527, p < 0.000$ ) and organizational learning, as well as between organizational learning ( $r = 0.589, p < 0.000$ ) and sustainability capacity. Furthermore, organizational learning partially mediates the relationship between transformational leadership and sustainability capacity, accounting for 51.3%, highlighting its crucial role in enhancing sustainability efforts in public elementary schools. The identified partial mediation effect of organizational learning on sustainability capacity highlights the importance of nurturing a learning-oriented culture within schools to enhance sustainability practices. Future research could explore the causal processes and mechanisms of this mediation effect and additional factors that may contribute to or moderate this relationship, providing valuable insights for organizational development and sustainability initiatives in educational contexts.

Keywords: *Looc District, mediation analysis, organizational learning, sustainability capacity, transformational leadership*

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## INTRODUCTION

Their leadership significantly shapes educational institutions' culture, performance, and results. Good leaders set the tone for the entire organization by influencing all stakeholders' attitudes, values, and actions, including administrators, parents, teachers, and students (Gurr, 2017).

This research was conducted in 13 public elementary schools in Looc District, Division of Romblon, to identify the mediating effects of organizational learning on transformational leadership and sustainability capacity among schools in the district.

This study serves as the basis of their sustainability practices in relation to transformational leadership and

organizational learning. They can use the results of this study to implement any programs or policies that contribute to the overall sustainability of schools in the Looc District. Further, the pupils benefit from the sustainability practices observed by the schools. Improved sustainability practices create a more conducive learning environment for the pupils. At the same time, teachers will benefit from this study as they will be informed about how sustainable their schools' practices are and how they can help improve and sustain them. This is also timely as it will serve as the basis for the Schools Division Office of Romblon to examine how these variables can affect the overall management of schools in the Looc District and the entire Division of Romblon.

## Synthesis of Related Literature

Their leadership significantly shapes educational institutions' culture, performance, and results. Good leaders set the tone for the entire organization by affecting the attitudes, values, and actions of all those involved, such as administrators, parents, teachers, and students (Gurr, 2017).

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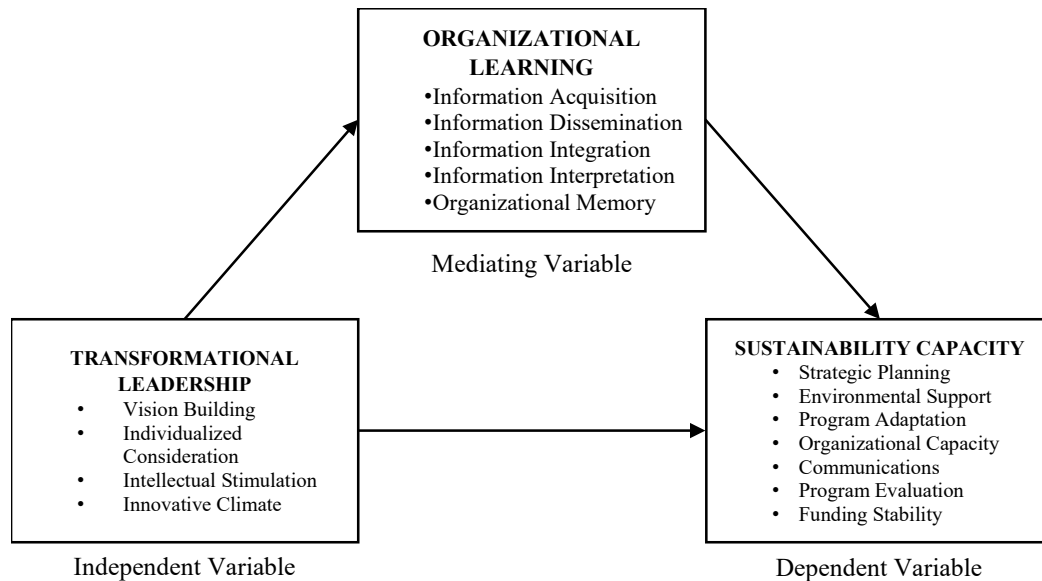


Figure 1. Conceptual Framework of the Study

First, organizational culture in educational institutions is influenced by leadership. The leader's direct behavior and decision-making for the school community sets the norms, expectations, and priorities. Strong leadership cultivates an environment that is welcoming and inclusive, encouraging teamwork, creativity, and a shared dedication to high standards in education (Hoy & Miskel, 2013).

Second, there is a direct correlation between leadership and academic institution performance. Teachers and staff are inspired to strive for excellence and continual improvement by transformational leaders who enable and motivate people to realize their full potential (Northouse, 2018). Effective leaders foster an environment favorable to excellent teaching and learning, improving student outcomes (Robinson et al., 2008). They do this by offering vision, direction, and support.

Furthermore, leadership affects how educational institutions function as a whole. Effective leaders integrate organizational strategies with educational goals and priorities to ensure that resources are distributed effectively and efficiently to support student success (Fullan, 2014). Strong leadership also promotes transparency and accountability, which helps schools move closer to goals like higher graduation rates and student accomplishment (Louis et al., 2010).

Meanwhile, transformational leadership is increasingly recognized as crucial in determining organizational effectiveness and student achievement in educational contexts. Initially proposed by Burns (1978) and refined by Bass (1985), transformational leadership is defined by leaders who encourage and inspire

subordinates to put the interests of the organization ahead of their own (Bass & Riggio, 2006).

Research has shown that transformational leaders cultivate a climate of trust, empowerment, and teamwork among staff, professors, and students (Leithwood et al., 2019). Transformational leaders establish a supportive and encouraging atmosphere conducive to teaching and learning by clearly communicating a compelling vision and setting high standards.

The relationship between transformational leadership, sustainability capacity, and organizational learning form a dynamic and symbiotic framework within public elementary schools in Looc, Romblon. Transformational leadership catalyzes profound shifts in perspectives and behaviors among stakeholders within the school community. Through transformative learning experiences, individuals develop a deeper understanding of sustainability principles and practices, leading to the integration of sustainable approaches into various facets of school operations and curriculum design (Jones, 2018).

Organizational learning is a crucial mediator in this relationship, facilitating the translation of individual transformative experiences into collective institutional knowledge and action. Schools that prioritize organizational learning establish structures and processes that enable the acquisition, interpretation, and dissemination of sustainability-related knowledge throughout the organization. By promoting collaboration, experimentation, and reflection, organizational learning harnesses the insights gained from transformational learning to inform strategic decision-making and enhance the school's overall

Table 1. Level of Organizational Learning of Public Elementary Schools

| <b>Organizational Learning</b>  | <b>Mean</b> | <b>SD</b>   | <b>DI</b> |
|---|-------------|-------------|-----------|
| <b>a. Information Acquisition</b>   |             |             |           |
| 1. The teachers learn from the stakeholders.  | 4.20        | 0.67        | H         |
| 2. The teachers benchmark themselves with other schools.  | 4.23        | 0.65        | H         |
| 3. The teachers have processes to acquire relevant information from outside the school.                               | 4.73        | 0.65        | VH        |
| 4. The teachers develop new knowledge from existing knowledge.  | 4.48        | 0.63        | H         |
| <b>Total</b>  | <b>4.41</b> | <b>0.65</b> | <b>H</b>  |
| <b>b. Information Dissemination</b>   |             |             |           |
| 1. The teachers share their experiences and/or knowledge.   | 4.61        | 0.52        | VH        |
| 2. The lessons learned by one group are actively shared with others.  | 4.50        | 0.64        | VH        |
| 3. The school has processes or mechanisms for exchanging knowledge between individuals.                               | 4.37        | 0.63        | H         |
| 4. The school has processes or mechanisms to disseminate knowledge and ideas with other institutions.                 | 4.76        | 0.61        | VH        |
| <b>Total</b>  | <b>4.56</b> | <b>0.60</b> | <b>VH</b> |
| <b>c. Information Interpretation</b>  |             |             |           |
| 1. The employees, as individuals, are prepared to rethink decisions when presented with new and relevant information. | 4.39        | 0.62        | H         |
| 2. The employees seek to deeply understand issues and concepts.   | 4.41        | 0.58        | H         |
| 3. The employees do not hesitate to question things they do not understand.   | 4.52        | 0.66        | VH        |
| 4. The employees, as individuals, are interested in knowing not only what to do but also why we do things.            | 4.55        | 0.53        | VH        |
| <b>Total</b>  | <b>4.47</b> | <b>0.60</b> | <b>H</b>  |
| <b>d. Information Integration</b>   |             |             |           |
| 1. The school leader and teachers discuss issues until they arrive at a shared understanding.                         | 4.60        | 0.52        | VH        |
| 2. The school management integrates information from different organizational areas.                                  | 4.49        | 0.58        | H         |
| 3. The teachers meet regularly to resolve issues and concerns.  | 4.57        | 0.50        | VH        |
| 4. The teachers seek to achieve consensus by dialogue and reasoning.  | 4.51        | 0.56        | VH        |
| 5. The school stresses sharing and trying to understand management vision through communication with colleagues.      | 4.58        | 0.56        | VH        |
| <b>Total</b>  | <b>4.56</b> | <b>0.56</b> | <b>VH</b> |
| <b>e. Organizational Memory</b>   |             |             |           |
| 1. The teachers make strong efforts to preserve information.  | 4.48        | 0.53        | H         |
| 2. The teachers employ mechanism to store information.  | 4.48        | 0.53        | H         |
| 3. There is a formal data management function in the school.  | 4.44        | 0.55        | H         |
| 4. The school stores detailed information to guide its operations.  | 4.46        | 0.53        | H         |
| 5. When teachers need specific information, they know who is to be contacted.   | 4.60        | 0.49        | VH        |
| <b>Total</b>  | <b>4.49</b> | <b>0.53</b> | <b>H</b>  |

sustainability capacity. Through continuous improvement and knowledge sharing, organizational learning reinforces a culture of innovation and adaptability (Hernaus et al., 2019).

The relationship between transformational learning, sustainability capacity, and organizational learning empowers public elementary schools in Looc, Romblon, to become agents of positive change within their communities.

This study explores how transformational leadership influences sustainability capacity in public elementary schools in the Looc District as mediated by organizational learning.

## METHODOLOGY

This study used a quantitative research design, particularly the descriptive-developmental research method. The study involved 124 elementary teachers in

Looc District who were at least employed for the last school year. The researcher-made instrument was subjected to validation by experts. Frequency count, mean, Spearman rho, and mediation analysis were used to analyze the data.

Figure 1 explains the relationship of the three variables. Transformational Leadership is vital in enhancing the sustainability capacity of public elementary schools in Looc, Romblon, anchored on the Sustainable Development Goals of UNESCO. Organizational Learning is a critical mediator in the

relationship between Transformational Leadership and the Sustainability Capacity of public elementary schools in Looc, Romblon.

## RESULTS AND DISCUSSION

Regarding organizational learning (Table 1), public elementary schools in the Looc District demonstrate robust strengths. Teachers actively engage in processes to acquire pertinent information from

Table 2. Level of Transformational Leadership of Public Elementary Schools

| <b>Transformational Leadership</b>   | <b>Mean</b> | <b>SD</b>   | <b>DI</b> |
|--|-------------|-------------|-----------|
| <b>a. Vision Building</b>  |             |             |           |
| 1. Refers explicitly to our school's goals during decision-making processes  | 4.37        | 0.63        | H         |
| 2. Explains the relationship between the school's vision and initiatives of the school district, collaborative projects, or the government | 4.26        | 0.73        | H         |
| 3. Discusses the consequences of the school's vision for everyday practice   | 4.12        | 0.74        | H         |
| 4. Uses all possible means to share the school's vision with the team the students, parents, and others                                    | 4.40        | 0.58        | H         |
| 5. Incorporates the vision, mission, goals, and objectives in addressing the current issues and problems of the school                     | 4.42        | 0.66        | H         |
| <b>Total</b>   | <b>4.31</b> | <b>0.67</b> | <b>H</b>  |
| <b>b. Individualized Consideration</b>   |             |             |           |
| 1. Takes opinions of individual teachers seriously   | 4.43        | 0.65        | H         |
| 2. Listens carefully to team members' ideas and suggestions  | 4.58        | 0.54        | VH        |
| 3. Is attentive to problems that teachers encounter when implementing innovations  | 4.44        | 0.56        | H         |
| 4. Shows appreciation when a teacher takes initiatives to improve the teaching and learning process  | 4.56        | 0.54        | VH        |
| 5. Encourages teachers to talk about their feelings  | 4.40        | 0.66        | H         |
| <b>Total</b>   | <b>4.48</b> | <b>0.59</b> | <b>H</b>  |
| <b>c. Intellectual Stimulation</b>   |             |             |           |
| 1. Encourages teachers to experiment with new didactic strategies  | 4.15        | 0.65        | H         |
| 2. Encourages teachers to try new strategies that match their personal interests   | 4.23        | 0.66        | H         |
| 3. Encourages teachers to reflect on new experiences   | 4.29        | 0.63        | H         |
| 4. Motivates teachers to look for and discuss new information and ideas that are relevant to the school's development                      | 4.33        | 0.65        | H         |
| 5. Stimulates teachers to constantly think about how to improve the school   | 4.19        | 0.67        | H         |
| 6. Offers enough possibilities for teachers' professional development  | 4.23        | 0.65        | H         |
| 7. Encourages teachers to talk about their personal views on education   | 4.23        | 0.66        | H         |
| <b>Total</b>   | <b>4.24</b> | <b>0.65</b> | <b>H</b>  |
| <b>d. Innovative Climate</b>   |             |             |           |
| 1. Teachers are willing to try new ideas   | 4.15        | 0.65        | H         |
| 2. Teachers benchmark ideas from other institutions.   | 4.23        | 0.66        | H         |
| 3. Teachers have a positive "can-do" attitude  | 4.29        | 0.63        | H         |
| 4. Teachers are willing to take risks to make the school better  | 4.33        | 0.65        | H         |
| 5. Teachers are constantly trying to improve their teaching  | 4.19        | 0.67        | H         |
| 6. Teachers are encouraged to go as far as they can  | 4.23        | 0.65        | H         |
| <b>Total</b>   | <b>4.23</b> | <b>0.66</b> | <b>H</b>  |

Table 3. Level of Sustainability Capacity of Public Elementary Schools

| <b>Sustainability Capacity</b>  | <b>Mean</b> | <b>SD</b>   | <b>DI</b> |
|---|-------------|-------------|-----------|
| <b>a. Strategic Planning</b>  |             |             |           |
| 1. The school has a sustainability plan.  | 4.57        | 0.53        | VH        |
| 2. The school’s goals to maintain specific programs, projects, and policies are understood by all stakeholders.                             | 4.55        | 0.52        | VH        |
| 3. The school clearly outlines roles and responsibilities to schedule programs, projects, and policies for all stakeholders.                | 4.59        | 0.54        | VH        |
| 4. The school includes the stakeholders in the preparation of sustainability plan.  | 4.62        | 0.53        | VH        |
| 5. The school has a sustainability plan anchored on the needs of the school and community.  | 4.65        | 0.51        | VH        |
| <b>Total</b>  | <b>4.60</b> | <b>0.53</b> | <b>VH</b> |
| <b>b. Environmental Support</b>   |             |             |           |
| 1. There are advocates within the school of different programs, projects, and policies.   | 4.48        | 0.56        | H         |
| 2. There are advocates within the school with the ability to get resources for the different programs, projects, and policies.              | 4.38        | 0.62        | H         |
| 3. The school has support from within broader organizations and private organizations.  | 4.34        | 0.65        | H         |
| 4. The school has support from external education department/office.  | 4.35        | 0.61        | H         |
| 5. The scheduling of programs, projects, and policies for students has strong public support.   | 4.50        | 0.56        | VH        |
| <b>Total</b>  | <b>4.41</b> | <b>0.60</b> | <b>H</b>  |
| <b>c. Program Adaptation</b>  |             |             |           |
| 1. The school adapts or changes the scheduling of programs, projects, and policies as needed.   | 4.55        | 0.52        | VH        |
| 2. The school has a mechanism to proactively adapt any programs, projects, and policies to meet the changing needs of the school community. | 4.48        | 0.58        | H         |
| 3. The school makes decisions about which programs, projects, and policies components are ineffective and should not continue.              | 4.54        | 0.55        | VH        |
| 4. The school adapts best practices from other schools or institutions.   | 4.46        | 0.56        | H         |
| 5. The school makes informed decisions in implementing programs, projects, and policies.  | 4.60        | 0.52        | VH        |
| <b>Total</b>  | <b>4.53</b> | <b>0.55</b> | <b>VH</b> |
| <b>d. Organizational Capacity</b>   |             |             |           |
| 1. The school adapts or changes the scheduling of programs, projects, and policies as needed.   | 4.43        | 0.56        | H         |
| 2. The school has a mechanism to proactively adapt any programs, projects, and policies to meet the changing needs of the school community. | 4.24        | 0.68        | H         |
| 3. The school makes decisions about which programs, projects, and policies components are ineffective and should not continue.              | 4.53        | 0.53        | VH        |
| 4. The school adapts best practices from other schools or institutions.   | 4.52        | 0.52        | VH        |
| 5. The school makes informed decisions in implementing programs, projects, and policies.  | 4.42        | 0.56        | H         |
| <b>Total</b>  | <b>4.43</b> | <b>0.57</b> | <b>H</b>  |

Table 3. Level of Sustainability Capacity of Public Elementary Schools (cont'd)

| <b>e. Communications</b>  |             |             |           |
|---|-------------|-------------|-----------|
| 1. The school has communication strategies in place to secure and maintain school communities' support for different programs, projects, and policies.  | 4.58        | 0.53        | VH        |
| 2. Staff members communicate the need for programs, projects, and policies to the community which include parents and local officials.  | 4.61        | 0.54        | VH        |
| 3. The different programs, projects, and policies of the school increase community awareness of the need for such activities to students.   | 4.52        | 0.56        | VH        |
| 4. The school has a feedback mechanism from various stakeholders.   | 4.45        | 0.59        | H         |
| 5. The school conducts regular meeting schedules to discuss various school-related concerns and issues.   | 4.68        | 0.49        | VH        |
| <b>Total</b>  | <b>4.57</b> | <b>0.54</b> | <b>VH</b> |
| <b>f. Program Evaluation</b>  |             |             |           |
| 1. The school has a system in place to actively evaluate the scheduling of programs, projects, and policies (improvements in children's academic standing and skills, student on-task behavior, etc).           | 4.52        | 0.53        | VH        |
| 2. The school reports the outcomes of scheduling the recommended programs, projects, and policies (e.g., improvement in students' activities, implementation of new activity for reading, etc)                  | 4.84        | 3.67        | VH        |
| 3. The evaluation results are used in planning and implementation of the different programs, projects, and policies.  | 4.54        | 0.52        | VH        |
| 4. The stakeholders are well-informed about the evaluation procedures.  | 4.43        | 0.59        | H         |
| 5. Evaluation of different programs, projects, and policies is regularly conducted.   | 4.46        | 0.60        | H         |
| <b>Total</b>  | <b>4.56</b> | <b>1.18</b> | <b>VH</b> |
| <b>g. Funding Stability</b>   |             |             |           |
| 1. The school takes action to ensure there are ongoing funds to support the different programs, projects, and policies.   | 4.52        | 0.62        | VH        |
| 2. My school has a process in place to allow staff to attend professional development on crafting and preparing proposed programs, projects, and policies (e.g., funding for ongoing professional development). | 4.44        | 0.63        | H         |
| 3. My school provides time at work for staff to plan their schedule for the implementation of programs, projects, and policies.   | 4.42        | 0.59        | H         |
| 4. My school can access a variety of funding sources for the different programs, projects, and policies.  | 4.37        | 0.64        | H         |
| 5. My school has established linkages with other agencies and non-government organizations (NGOs) that contribute to the implementation of programs, projects, and policies.                                    | 4.58        | 0.57        | VH        |
| <b>Total</b>  | <b>4.47</b> | <b>0.61</b> | <b>H</b>  |

external sources, enriching their teaching practices with diverse perspectives and up-to-date knowledge. Moreover, schools have established effective mechanisms for sharing knowledge and ideas within their institution and with other educational entities, fostering a culture of collaboration and mutual enrichment. Strong leadership encourages discussions among school leaders and teachers until a shared understanding is reached, promoting consensus and unity in addressing issues.

The analysis of organizational learning in public elementary schools in Romblon shows a strong capacity for acquiring, disseminating, and interpreting

information. Teachers are highly effective in acquiring relevant information from external sources and developing new knowledge from existing resources (Mean = 4.41, SD = 0.65, DI = H). They also excel in sharing their experiences and knowledge within the school and with external partners, as well as in fostering a deep understanding of issues and concepts (Mean = 4.56, SD = 0.60, DI = VH; Mean = 4.47, SD = 0.60, DI = H). These elements highlight the schools' commitment to continuous learning and collaboration internally and with the broader community.

The schools also demonstrate a robust approach to Information Integration and Organizational Memory. Teachers and school leaders engage in regular discussions to achieve shared understanding and



Table 4. Relationship Among Transformational Leadership, Organizational Learning, and Sustainability Capacity in Public Elementary Schools

| Variables   | <i>r</i> | <i>p</i> |
|---|----------|----------|
| Organizational Learning → Transformational Leadership | .527**   | (<.001)  |
| Transformational Leadership → Sustainability Capacity | .479**   | (<.001)  |
| Organizational Learning → Sustainability Capacity     | .589**   | (<.001)  |

consensus, effectively integrating information from different areas (Mean = 4.56, SD = 0.56, DI = VH). Additionally, there is a strong emphasis on preserving and managing information, ensuring that knowledge is readily accessible and can be utilized effectively in school operations (Mean = 4.49, SD = 0.53, DI = H). These practices indicate that the schools have established a solid foundation for organizational learning, where information is acquired, shared, retained, and integrated into the school's ongoing development.

Furthermore, the significant correlation between teachers' perceptions of school climate and organizational learning capability identified in the study suggests that a positive school environment fosters a conducive learning and knowledge exchange atmosphere. This connection emphasizes the importance of nurturing a supportive and collaborative culture within schools, as observed in the Looc District, to facilitate effective organizational learning processes.

The analysis of transformational leadership (Table 2) in public elementary schools in Romblon reveals that school leaders effectively align the school's vision with daily practices and decision-making. This is evident in their emphasis on incorporating the school's vision into addressing current issues (Mean = 4.42, SD = 0.66, DI = H) and their proactive efforts to communicate this vision to all stakeholders (Mean = 4.40, SD = 0.58, DI = H). Additionally, leaders demonstrate strong Individualized Consideration by attentively listening to teachers' ideas (Mean = 4.58, SD = 0.54, DI = VH) and appreciating their efforts to improve teaching (Mean = 4.56, SD = 0.54, DI = VH), which fosters a supportive and motivating environment.

Furthermore, the schools are committed to Intellectual Stimulation, encouraging teachers to explore new strategies and engage in continuous professional development (Mean = 4.24, SD = 0.65, DI = H). This intellectual engagement is complemented by

a positive Innovative Climate, where teachers are encouraged to try new ideas, take risks, and continuously improve their teaching practices (Mean = 4.23, SD = 0.66, DI = H). These aspects of transformational leadership contribute to a dynamic school environment supporting innovation and professional growth.

The analysis of sustainability capacity (Table 3) in public elementary schools in Romblon, focusing on Strategic Planning, reveals that these schools are highly proactive in ensuring their long-term viability. The schools have established comprehensive sustainability plans that are well-understood by stakeholders, with clear roles and responsibilities outlined (Mean = 4.60, SD = 0.53, DI = VH). Stakeholders are actively involved in preparing these plans, and the plans are closely aligned with the needs of the school and the community (Mean = 4.65, SD = 0.51, DI = VH). Additionally, in the area of Environmental Support, the schools benefit from a supportive environment, with intense internal advocacy and external backing, including from broader organizations and private entities (Mean = 4.41, SD = 0.60, DI = H).

Moreover, the schools demonstrate strong Program Adaptation and Organizational Capacity, as they effectively adapt programs to meet changing needs and integrate best practices from other institutions (Mean = 4.53, SD = 0.55, DI = VH). This adaptability is supported by robust Communication strategies, ensuring that the need for various programs is well communicated to the community and that regular feedback is obtained from stakeholders (Mean = 4.57, SD = 0.54, DI = VH). Finally, Program Evaluation and Funding Stability are also key strengths, with schools maintaining rigorous evaluation systems and taking proactive steps to secure ongoing funding from diverse sources (Mean = 4.56, SD = 1.18, DI = VH; Mean = 4.47, SD = 0.61, DI = H). These combined efforts ensure the schools are well-positioned to sustain their initiatives over time.

Table 4 presents the relationship between transformational leadership, organizational learning, and sustainability capacity in public elementary schools. Organizational learning has a strong relationship with both transformational leadership ( $r = 0.527, p < 0.000$ ) and sustainability capacity ( $r = 0.589, p < 0.000$ ). Likewise, there is also a positive correlation ( $r = 0.479, p < 0.000$ ) between transformational leadership and sustainability capacity. The hypotheses are all rejected. In terms of the mediation effect (Table 5), the data unveils a significant partial mediation effect, with organizational learning accounting for approximately 51.3% of the influence of transformational leadership on

Table 5. Mediation estimates between organizational learning, transformational leadership, and sustainability capacity

| Effect   | Label     | Estimate | SE     | Lower  | Upper | Z    | p     | % Med |
|----------|-----------|----------|--------|--------|-------|------|-------|-------|
| Indirect | a x b     | 0.254    | 0.0583 | 0.1400 | 0.369 | 4.36 | <.001 | 51.3  |
| Direct   | c         | 0.242    | 0.0859 | 0.0735 | 0.410 | 2.82 | 0.005 | 48.7  |
| Total    | c + a x b | 0.496    | 0.0818 | 0.3359 | 0.656 | 6.07 | <.001 | 100.0 |

Table 6. Path Estimates Between Transformational Leadership, Organizational Learning, and Sustainability Capacity

| Path  | Estimate | SE     | Lower  | Upper | Z    | p     |
|---|----------|--------|--------|-------|------|-------|
| Transformational Leadership → Organizational Learning | 0.641    | 0.0928 | 0.4587 | 0.822 | 6.90 | <.001 |
| Organizational Learning → Sustainability Capacity     | 0.397    | 0.0706 | 0.2587 | 0.535 | 5.62 | <.001 |
| Transformational Leadership → Sustainability Capacity | 0.242    | 0.0859 | 0.0735 | 0.410 | 2.82 | 0.005 |

sustainability capacity. This suggests that transformational leadership not only directly impacts sustainability capacity but also indirectly through its influence on organizational learning. Despite this mediation, a substantial direct effect of transformational leadership on sustainability capacity remains, implying

Table 6 summarizes the path estimates between transformational leadership, organizational learning, and sustainability capacity. Results show significant positive relationships among the variables. Specifically, transformational leadership significantly predicts organizational learning ( $\beta = 0.641$ ,  $p < .001$ ) and sustainability capacity ( $\beta = 0.242$ ,  $p = .005$ ). Organizational learning also significantly predicts sustainability capacity ( $\beta = 0.397$ ,  $p < .001$ ). The confidence intervals further confirm the robustness of these findings.

## CONCLUSION

The results show that the public elementary schools in Looc District, Division of Romblon, have high levels of transformational leadership in vision building, individualized consideration, intellectual stimulation, and innovative climate. The schools also have high levels of organizational learning in terms of information acquisition, information interpretation, and organizational memory, while they have very high levels of information dissemination and integration.

Moreover, the results show that the public elementary schools in Looc District, Division of Romblon, have high levels of sustainability capacity in terms of environmental support, organizational capacity, and funding stability. In contrast, they have very high levels of strategic planning, program adaptation, communications, and evaluation. Transformational leadership has a significant relationship with organizational learning and sustainability capacity.

the presence of other contributing factors. Therefore, while fostering transformational leadership and cultivating organizational learning is pivotal, acknowledging additional elements is crucial for effectively bolstering sustainability within the organizational framework.

Likewise, organizational learning is also significantly related to sustainability capacity. The hypothesis is hereby rejected. Likewise, organizational learning has a significant partial mediation effect on sustainability capacity at 51.3%. The hypothesis is hereby rejected.

It is recommended that this organizational learning be continued in public schools, emphasizing vision building, individualized consideration, intellectual stimulation, and fostering an innovative climate to further enhance organizational effectiveness and sustainability. With the already high levels of organizational learning, particularly in information dissemination, integration, acquisition, interpretation, and memory, schools should focus on sustaining and expanding these practices while exploring avenues to improve areas with relatively lower scores to ensure continuous improvement and adaptability.

While public elementary schools in the region demonstrate strong sustainability capacities, especially in strategic planning, program adaptation, communications, and evaluation, concerted efforts should be directed toward maintaining these strengths and addressing any identified weaknesses, particularly in environmental support, organizational capacity, and funding stability, to ensure long-term resilience and success among public schools. Future studies should focus more profoundly on the specific mechanisms through which these relationships operate, exploring potential moderating or mediating variables (aside from those studied in this research) to better understand their relationship within different educational settings. The identified partial mediation effect of organizational



learning on sustainability capacity highlights the importance of nurturing a learning-oriented culture within schools to enhance sustainability.

## AUTHORS' CONTRIBUTIONS

The lead author, Edelfred R. Panoy, conceptualized and conducted the study and interpreted and analyzed the data. At the same time, the co-author, Dr. Emelyn R. Villanueva, provided guidance, support, and recommendations in finalizing the manuscript. Both authors critically reviewed and approved the final version of this manuscript for publication.

## CONFLICT OF INTEREST

The authors declare that no financial, personal, or professional relationships with other individuals or organizations could be considered a conflict of interest.

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