


Chapter 16


Determinants of Teachers' Intentions to Integrate Education for Sustainable Development (ESD) Into Physical Education and Health Curricula

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ABSTRACT

Education for Sustainable Development (ESD) is essential for promoting sustainability and environmental stewardship among students. However, the intent of Filipino teachers to incorporate ESD principles into Physical Education and Health remains underexplored. This study examines the relationships between attitudes towards

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ESD, subjective norms, perceived behavioral control, behavioral intentions, self-reported behavior, subjective task value, ESD knowledge, and ESD integration beliefs among 363 educators. Utilizing PLS-SEM, the study finds perceived behavioral control as the strongest predictor of both behavioral intentions and self-reported behaviors, underscoring its role in enabling educators to implement ESD practices. ESD knowledge significantly influences perceived behavioral control, suggesting that enhancing knowledge could boost educators' confidence in ESD integration. Additionally, ESD integration beliefs impact attitudes and behavioral intentions. These findings offer insights for targeted interventions to support ESD integration within PE and Health curricula.

INTRODUCTION

The provision of basic education is no longer sufficient; the current ideal aims at an education that fosters social, economic, and environmental consciousness in students (Parra et al., 2020; SEAMEO INNOTECH, 2010). Education for Sustainable Development (ESD) plays a crucial role in cultivating a culture of sustainability and environmental stewardship among students (UNESCO, 2014). In the Philippines, where environmental issues such as climate change, biodiversity loss, and pollution pose significant challenges, integrating ESD into educational practices, particularly within Physical Education and Health (PEH) curricula, is essential (Boquet, 2017; De Leon, 2022). PEH, as compulsory subjects in Philippine schools (Commission on Higher Education, 2021; Department of Education, 2016), offer a unique platform to incorporate ESD principles, promoting physical activity while instilling environmental awareness and responsibility. Despite the recognized importance of ESD, the extent to which Filipino teachers intend to integrate sustainable development principles into their teaching practices remains underexplored. Therefore, this study aims to address this gap by examining the determinants that influence Filipino teachers' intentions to integrate ESD into PEH curricula.

Environmental sustainability can be effectively integrated into PEH curricula through various educational approaches (Boeve-de Pauw et al., 2022; Fröberg, Wiklander, & Lundvall, 2023). For instance, PE classes can incorporate outdoor activities such as nature walks and eco-friendly sports, which promote both physical well-being and an appreciation for the natural environment (Pasek et al., 2020). Similarly, health education classes can cover topics related to environmental conservation and sustainable living practices, empowering students to make informed decisions that positively impact both their personal health and the health of the planet (Davis & Cooke, 2007). Hands-on learning experiences, such as gardening projects and waste reduction initiatives, can teach students to apply sustainable principles in their

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