


Chapter 16

Teachers' Perspectives on Apex Administrators' Advocacy for Sustainable Development in Public Schools

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ABSTRACT

This study sought to explore teachers' perspectives on the competencies of school administrators to support the continuity of education within schools. Conducted using a qualitative research method, the study included a group of ten teachers from various schools in the San Pablo City, Laguna division. The study group comprised ten (10) teachers from schools across the division of San Pablo. The findings revealed that collaborative and structured work characteristics among school administrators positively impact the quality of education, whereas institutional barriers and limitations hinder this progress. Additionally, school administrators emphasized the importance of capacity building and management training, specifically through fostering relationships with the community and maintaining a strong school culture for long-term success. Ultimately, to steer the school toward future success, teachers look to school leaders to demonstrate behaviors that prioritize key themes such as

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ethics, motivation, and awareness.

1. INTRODUCTION

Many countries have explored incorporating education for sustainable development into their educational systems. Scholars argue that education plays a crucial role in achieving sustainable development, which is not a passing trend but a necessary element of modern life (Ahlberg et al. 2015). Given the challenges posed by current global changes and the growing emphasis on sustainable development in all sectors, the Philippines' development plan “*Ambisyon 2040*” prioritizes the integration of sustainable development principles and metrics across various sectors. As stated by Örüçü (2015) sustainability in social terms involves meeting the needs of the current human generation while ensuring that future generations can also meet their needs. Education plays a crucial role in social sustainability as it is a societal phenomenon with multiple purposes. These purposes include socializing and integrating children into society, preserving national culture and identity through the education system, promoting economic and technological development, and selecting and training students based on their abilities (Al-Anzi, 2021).

Educational sustainability is a transformative paradigm that fosters learning and integrates both behavioral and cognitive perspectives to enable adaptation and cultivate a social-ecological system with the flexibility to confront future uncertainties and challenges (Too and Bajracharya, 2015). The primary issue with the current education system is its deficiency in structure and functionality to address evolving demands. Sustainability in education refers to the transparency of policy, goals, content, methodology, and educational processes, along with its capacity to fulfill the expectations of future generations (Anderson et al. 2013). The study of Al – Omari (2020) suggests that the concept of sustainability in education is addressed by a different researcher who proposes a shift in the culture and paradigm of education. This change emphasizes embracing the principles of sustainability, reasonableness, health, and durability. Sustainability ensures the continuity of people, society, and the environment. Reasonableness encourages integrative work, justice, respect, and inclusion in alignment with ethical principles. Health focuses on nurturing living systems and fostering healthy relationships. Durability aims to maintain adequacy in practices for ongoing sustainability. The coexistence of these four principles signifies sustainability in education (Al Khawaldeh, 2016). The presence of a system within education that can adequately meet the needs of current individuals while also adjusting to meet the needs of future generations indicates the existence of sustainability within education. While education is widely recognized as crucial and various learning methods have been identified, ensuring the sustainability of

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