

Original Article

Sustainable Development Practices and Shared Vision Management of Teachers in Public Elementary Schools

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Abstract

This study investigated the relationship between sustainable development practices and shared vision management among 157 public elementary teachers in Paquibato District, Davao City. Using a quantitative descriptive-correlational design, the study assessed five sustainability domains and five shared vision indicators. Teachers reported moderate overall sustainable development practices, rating economic and social aspects highest, while shared vision management was rated high. Correlation analysis showed a positive association between the variables. However, the regression analysis yielded non-significant results, suggesting a need for clearer reporting in predictive models. Despite this, the findings indicate that sustainability practices and shared vision generally align in this setting. Practical implications include strengthening whole-school sustainability routines and linking institutional vision to concrete, community-relevant sustainability priorities.

Keywords: education for sustainable development, school vision, shared vision, sustainability practices, teacher leadership

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1. Introduction

Schools face sustained pressure to respond to environmental risk, community vulnerability, and widening inequality. Within basic education, teachers shape how students interpret these pressures because teacher decisions translate policy language into daily practice. Education for sustainable development frames this work as more than curricular content. It describes whole school approaches that connect classroom practice with school routines, professional learning, and leadership choices that make sustainability durable over time (Mogren & Gericke, 2019). Evidence from recognized

education for sustainable development schools shows that sustainability work strengthens when leaders use clear organizational routines such as staff learning cycles, coordinated planning, and school level monitoring (Mogren & Gericke, 2017).

Alongside sustainability practice, schools also depend on a shared direction that guides decisions when demands compete. Shared vision is a core feature of learning organization models in education. It supports coherence because teachers can connect daily decisions to a common purpose. Empirical work on schools as learning organizations positions a shared vision focused on student learning as a key dimension that supports professional collaboration and internal alignment (Kools et al., 2020). Recent work in Finland also shows that an explicit school vision and a vision that teachers share relates to stronger teacher commitment (Moraal et al., 2024). This suggests that vision clarity and shared meaning can shape whether teachers sustain effort toward complex goals.

Shared vision management in schools often appears in concrete learner-oriented statements, such as the kinds of students schools aim to develop. When shared vision articulates learner outcomes such as responsibility, lifelong learning, and well-being, it offers a framework that teachers can use to prioritize classroom routines, guidance practices, and community involvement. Qualitative evidence on shared vision in school development describes shared vision as a driver of learning community development because it helps staff align goals, coordinate change, and interpret tradeoffs together (Toikka & Tarnanen, 2024).

Sustainable development practices and shared vision management may reinforce each other. Sustainability work requires coherence across curriculum, operations, and community linkages, which becomes difficult when schools lack shared priorities. In parallel, a shared vision gains practical value when it connects to work that addresses community needs and long-term responsibility. Research on sustainable leadership describes this link through emphasis on long term orientation, collective responsibility, and alignment between values and action (Alkhamaiseh et al., 2025). Empirical work also proposes models that connect sustainable leadership with collaborative practices, professional development, school culture, and distributed leadership, which together support sustained improvement beyond short term performance pressures (Elkaleh et al., 2025). In Philippine contexts, evidence suggests that sustainability integration depends not only on personal commitment but also on institutional support and conditions that enable teachers to translate sustainability goals into practice (Duran & Mariñas, 2024).

This study contributes by describing the level of teachers' sustainable development practices and shared vision management in public elementary schools and by testing the relationship between these constructs. The focus on Paquibato District, Davao City adds value because schools in the area face complex social and environmental conditions that increase the relevance of sustainability and community aligned school work. The findings can inform school planning and teacher development that aim to strengthen coherence and long-term orientation in basic education.

2. Methodology

The study used a non-experimental, quantitative, descriptive correlational design suited for examining levels of practice and the association between measured constructs in natural settings (Creswell & Creswell, 2018). The setting was Paquibato District in the Division of Davao City, Philippines. The study applied universal sampling of public elementary school teachers in the district, yielding 157 respondents. Data were collected through a structured questionnaire that measured sustainable development practices across five domains: economy, social community, environment, viability, and equity. Shared vision management was measured through five indicators that reflected the school's shared learner-oriented vision: responsible, lifelong learners, sense of wellbeing, self-esteem, and enthusiasm. The instrument used a five-point Likert response format with verbal interpretations that classified mean scores from 4.20 to 5.00 as very high, 3.40 to 4.19 as high, 2.60 to 3.39 as moderate, 1.80 to 2.59 as low, and 1.00 to 1.79 as very low.

Prior to administration, the questionnaire underwent content review and pilot testing, and the reported internal consistency reliability met common expectations for applied research that uses multi-item scales (Taber, 2018). After securing administrative approvals and informed consent, questionnaires were distributed to teachers and retrieved for analysis. Descriptive statistics summarized domain means and overall levels. Pearson product moment correlation tested the relationship between sustainable development practices and shared vision management. Regression analysis examined the extent to which sustainable development practices explained variance in shared vision management, consistent with standard practice for predictive models in survey research (Janse et al., 2021).

3. Results

Teachers reported a moderate level of sustainable development practices overall ($M = 3.39$), with high ratings in economy and social community and moderate ratings in environment, viability, and equity (Table 1). Shared vision management was rated high overall ($M = 3.54$).

Table 1. Summary of teachers' sustainable development practices ($n = 157$).

Domain	Mean	Descriptive level
Economy	3.61	High
Social Community	3.45	High
Environment	3.27	Moderate
Viability	3.26	Moderate
Equity	3.38	Moderate
Overall	3.39	Moderate

Ratings were high for responsible, sense of well-being, and enthusiasm, and moderate for lifelong learners and self-esteem (Table 2).

Table 2. Summary of critical thinking (n = 157).

Domain	Mean	Descriptive level
Responsible	3.91	High
Lifelong Learners	3.20	Moderate
Sense of Well-being	3.70	High
Self-esteem	3.34	Moderate
Enthusiasm	3.56	High
Overall	3.54	High

The correlation analysis reported a positive association between sustainable development practices and shared vision management ($r = .47$), interpreted as high in the study output, and the study decision rejected the null hypothesis of no relationship (Table 3).

Table 3. Correlation results.

Variables	r	p-value
Sustainable development practices and shared vision management	0.47	< .001

The regression model ANOVA table is presented as reported in the study output (Table 4). Model is not significant ($F = 0.069$, $p = 0.148$). Therefore, sustainable development practices did not influence shared vision management.

Table 4. Regression results.

Source	df	Sum of Squares	Mean Square	F	p
Regression	1	563.898	58.006	0.069	0.148
Residual	130	514.331	11.5769		
Total	131	554.121			

4. Discussion

The findings indicate that teachers practiced sustainability-oriented behaviors at a moderate level, with stronger emphasis on economy and social community than on environment, viability, and equity. This pattern aligns with education for sustainable development research that reports uneven implementation across domains when sustainability relies on projects rather than on durable school systems (Mogren & Gericke, 2019). In many schools, community-oriented actions and resource related decisions fit routine work and attract visible support, which can elevate ratings for

economic and social dimensions. In contrast, equity and ecological work can require broader system support, material resources, and coordinated planning across grade levels. Evidence from recognized education for sustainable development schools suggests that leaders strengthen sustainability when they embed clear quality criteria and routines into organizational work, rather than treat sustainability as an extra activity (Mogren & Gericke, 2017).

Shared vision management reached a high overall level, yet the indicator pattern suggests a nuanced view of the school vision in practice. Teachers rated responsibility, well-being, and enthusiasm as high, which points to a vision that emphasizes character, positive learning climate, and motivation. These are learner centered targets that many teachers can support through classroom routines, guidance practices, and co-curricular work. By contrast, the moderate ratings for lifelong learners and self-esteem suggest areas where the vision may be less visible in daily practice or where teachers perceive constraints that limit sustained emphasis. Research on learning organizations notes that shared vision is not only a written statement. It becomes meaningful when staff use it as a reference point in planning, professional learning, and feedback (Kools et al., 2020). Qualitative work on shared vision in school development also shows that shared vision gains strength through collective sense making, joint planning, and consistent communication that links the vision to concrete practices (Toikka & Tarnanen, 2024).

The reported positive association between sustainable development practices and shared vision management suggests that these two dimensions tend to co-occur in the study setting. This link is consistent with the idea that a shared vision provides the coherence needed for sustainability work, while sustainability priorities provide substantive content that makes a vision credible and actionable. Moraal et al. (2024) showed that an explicit and shared school vision relates to stronger teacher commitment. In practice, committed teachers may invest more effort in sustainability-oriented work because they see it as aligned with the school's long-term purpose. Sustainable leadership literature also emphasizes that sustained school improvement depends on coherence, collective responsibility, and future orientation (Alkhamaiseh et al., 2025). When school leaders and teachers share a learner-oriented vision, they can set priorities that make sustainability efforts less fragmented and more consistent across classrooms.

The regression model ANOVA table presented in the study output reported a non-significant p-value. Because the study also reported a positive relationship in the correlation analysis, this difference may reflect model choices, differences in cases included in each analysis, or limits in the summary table that was available for reporting. Method literature advises that correlation and regression results require transparent reporting of coefficients, model fit, and assumptions to support interpretation (Janse et al., 2021). Future studies can improve inference by reporting full coefficient tables, confidence intervals, and diagnostics, and by testing domain specific pathways that connect sustainability practice with vision work. Models in recent literature suggest that collaboration, distributed leadership, school culture, and

professional development can help connect leadership practices with sustained change (Elkaleh et al., 2025). Testing such pathways can explain how schools translate a shared learner vision into sustained sustainability action.

For practice, the results suggest that school leaders can strengthen sustainability practice in domains that scored lower by embedding them into annual planning, classroom support, and community partnerships. Education for sustainable development research suggests that whole school systems, not isolated projects, support durable implementation (Mogren & Gericke, 2019). Leaders can also treat the shared vision indicators as targets for professional learning. For example, if lifelong learning and self-esteem score lower, schools can support teacher work that builds formative feedback routines, student voice, and supportive classroom climates. In this way, shared vision management can function as a practical guide for sustainability work that serves both learners and the community.

5. Conclusion

Teachers in the public elementary schools studied reported a moderate level of sustainable development practices and a high level of shared vision management. The study also reported a positive relationship between sustainability-oriented practices and shared vision management. These results support school-based strategies that align sustainability actions with a shared learner-oriented vision. Strengthening routines that support sustainability across domains, while improving the practical enactment of shared vision indicators such as lifelong learning and self-esteem, can help schools build coherence and long-term capacity.

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Conflict of Interest Statement

The authors declare no conflict of interest.

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