

CHALLENGES OF EDUCATIONAL MANAGERS IN PROMOTING SUSTAINABLE EDUCATION: QUALITATIVE APPROACH

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ABSTRACT

This study delved into the challenges of educational managers in promoting sustainable development. Qualitative research methods were employed, with a focus on thematic analysis, to explore the challenges faced by school managers in Makilala, North Cotabato. Seventeen educational managers with five or more years of experience participated in individual interviews, conducted face-to-face using a custom interview guide questionnaire. The findings revealed five key areas where school managers encountered barriers and facilitators in promoting sustainable education: stakeholders' engagement, (b) financial constraints, (c) institutional barriers, (d) teacher training and professional development, (e) resource and infrastructure. Additionally, two significant factors impacting sustainable education development emerged: (a) challenges of school leaders, (b) implementation of sustainable teaching methods. The study also identified four emerging themes related to the obstacles of sustainable education: (a) stakeholders' engagement (b) clear policy framework, (c) administrative challenges, (d) competing educational priorities. The study emphasizes how difficult it is to promote sustainable development in educational settings and calls for more research into the specifics of dealing with these issues. Through shedding light on these intricacies, this research advances our comprehension of the terrain of sustainable education and prepares the ground for well-informed approaches to effectively address roadblocks and advance sustainable development. This, in turn, opens the door for well-informed tactics and cooperative endeavors to surmount these challenges and propel the cause of sustainable education.

Keywords: *Educational Managers, Sustainable Development, Qualitative, Research, Thematic Analysis, Challenges*

INTRODUCTION

In the contemporary global landscape, the pursuit of sustainable development has extended its reach into the realm of education, demanding a paradigm shift in educational practices. Educational managers, as crucial architects of educational policies and practices, find themselves grappling with multifaceted challenges in the promotion of sustainable education. Central among these challenges is the intricate task of integrating sustainability into university curricula, as identified by (Sipos et al., 2008). The complexity of sustainability, spanning environmental, social, and economic

dimensions, necessitates a comprehensive understanding and incorporation into educational frameworks. Seatter & Ceulemans (2017), underscore the need for a transformative approach, steering away from traditional educational paradigms toward holistic strategies in reorienting higher education for sustainable development.

Promoting sustainable education is very difficult since environmental and social issues must be addressed immediately. According to Cotton et al. (2009), reorienting education for the sustainable development in higher education was a challenging and a complex undertaking that calls for a shift in emphasis from traditional educational paradigms to holistic and transformational approaches. Because sustainability has many facets, it can be challenging to identify and implement within educational institutions. This creates inherent obstacles for educational managers. Educational managers confront additional obstacles in promoting sustainable education due to the complexity of sustainability, which requires a complete comprehension of the connections between sustainability's social, economic, and environmental facets.

The global effort to attain sustainable development has gradually extended to include the education sector. For educational managers, who play a pivotal role in formulating and implementing educational policies and procedures, promoting sustainable education poses several challenges. These challenges can include creating appropriate curricula, encouraging a sustainable culture in educational settings, and integrating sustainability's social, economic, and environmental facets into educational frameworks. Incorporating sustainability into courses has been identified by Ruiz-Mallén (2020) as one of the major challenges facing colleges. This integration requires the development of educator competencies in sustainability education, which necessitates a thorough assessment of frameworks, in order to appropriately handle the complex nature of sustainability.

However, Avila et al., (2017) list of obstacles to learning for sustainability highlights how difficult it is to incorporate sustainability into educational systems. These obstacles include the division of learning into disciplinary silos and a pervasive emphasis on high-stakes testing. These difficulties demand a deeper comprehension of the barriers educational administrators encounter in advancing sustainable education as well as the consequences of these difficulties for practice and policy. It is imperative that educational managers tackle the obstacles they face in advancing sustainable education, as this will benefit society in many ways. Education can be a potent catalyst for constructive social change by providing people with the values, knowledge, and abilities needed to contribute to a sustainable future.

Among the many intricate and varied challenges faced by educational managers in their efforts to promote sustainable education are the integration of the social, cultural, and financial facets of sustainability into educational frameworks, the development of appropriate curricula, and the establishment of a sustainable culture within educational institutions. To effectively address these difficulties, it is imperative to have a thorough understanding of the challenges they encounter and the potential implications for policy and practice. This study aims to provide a deeper understanding of sustainable education and useful information for practice and policy by examining the

specific obstacles faced by educational administrators and the outcomes of these problems (Head & Alford, 2015).

Even while the importance of sustainable education is becoming more widely recognized, there is a clear lack of information in the literature about the particular challenges that school administrators face. By using a qualitative methodology to investigate the nuanced perspectives and experiences of educational managers, this study seeks to close this gap. This research aims to offer a thorough grasp of the difficulties involved in promoting sustainable education through a thorough analysis of the obstacles faced and an investigation of the implications for both policy and practice.

FRAMEWORK

Paulo Freire, whose work on "Education for critical consciousness" emphasizes the importance of critical thinking and consciousness in education (Freire, 2021). Since they emphasize how important it is for educational administrators to foster critical consciousness within the framework of sustainable education, Freire's theories are pertinent to the study.

Another relevant theorist is David Orr, known for his work on ecological literacy and the integration of sustainability into education (Mitchell & Mueller, 2011). Orr's ideas align with the challenges faced by educational managers in promoting sustainable education, as he emphasizes the need for educational establishments to include ecological principles in their curriculum and practices. Skills in Sustainable Development Education: The idea of skills in education for a sustainable future center on the abilities that educators must establish to support sustainable learning. This idea can shed light on the skills required of administrators and teachers to execute sustainable development education, in addition to the competencies of school principals in guaranteeing sustainable education.

Furthermore, the theoretical framework can be enriched by the work of Arjen Wals, who has contributed significantly to the field of teaching in the context of sustainable development. Regarding the difficulties educational administrators encounter in advancing sustainable education, Wals' focus on transformative learning and the integration of sustainability across disciplines is relevant. The study discusses the need for transformative learning, ecological literacy, and critical consciousness within the framework of sustainable education.

METHODS

Research Design

The objective of the qualitative research methodology in this study was to identify and comprehend human behaviors and experiences. According to Creswell and Clarke (2004), a qualitative research approach involves exploring a central phenomenon as one of its key concepts. Participants are presented with general or broad questions, and the researcher, in this case, gathers detailed information through verbal exchanges, specifically focusing on their experiences for the study. The collected data was then

analyzed and coded for themes and descriptions. In this study, phenomenological qualitative research methods are specifically employed. Phenomenology, as defined by Neubauer et al. (2019), was the examination of human experienced and the modes that things were exhibited to individuals within and via such experiences. The research utilized a phenomenological qualitative research approach to explore challenges faced by educational managers in promoting sustainable education. The researcher employs phenomenological methods to gain insight into the personal experiences of educational managers and subsequently examines their relationship to or involvement in a particular event or process (Qutoshi, 2018).

Respondents

The school managers / administrators (Principal, Head Teacher, Teacher In-Charge) in public education institution in the Municipality of Makilala, Region 12 were the respondents of this study. Using the thematic analysis, a total of 17 school managers were selected using the qualitative approach.

Research Participants and Materials

Twelve (17) high school and elementary principals from Makilala, Cotabato constitute the participants in this study, selected through purposive sampling techniques. Specifically, ten (17) of them engaged in in-depth interviews. The research was conducted from November 2023-May 2024. The chosen sample size, ranging to 17 individuals having 5 years and above in service, aligns with the adequacy criteria for phenomenological qualitative research projects as suggested by Marshall (2013). The participants, all serving as principals, head teacher and Teacher In-charge in selected schools within government institution of Makilala, involved in the in-depth interview but focus group discussion couldn't be conducted due to different availability of time, amounting to a total of twelve (17) individuals. To create a comfortable environment for the participants, the investigator followed Ciampa's (2014) guidance. Employing an audio recorder and an open-ended, validated interview guide, the researcher gathered comprehensive data regarding the challenges faced by educational managers in promoting sustainable education. Through the purposive sample method, the researcher led and conducted interviews with participants in both focus groups and limited in-person, in-depth interviews, designed to extract information from this specific subset of individuals (Yu et al., 2015). The researcher, demonstrating good qualities and traits and displaying a genuine interest in the research, is also responsible for transcribing the gathered data.

Data Collection Procedure

The researcher secured participants' permission before commencing any experiments. In settings close to the participants' homes, the researcher conducts in-depth interviews and private focus groups excluding the private institutions of Makilala. The semi-structured open-ended questionnaire used in the study affords participants the opportunity to express their challenges. Employing an audio recorder, with participants' permission, the researcher captured interviews and simultaneously takes notes to record crucial information. If a participant required clarification or posed a

question, the researcher is promptly alerted. To ensure mutual understanding, the researcher translated questions for ease of comprehension, and participants are free to discuss their experiences in any language that made them feel comfortable. The collected data was treated confidentially, shared only with the relevant research committee as necessary.

Data Analysis

Documentation was used to capture the data from the focus groups and in-depth interviews. Following this, it underwent transcription to initiate thematic analysis—a technique widely employed in qualitative research—to emphasize significant lines, comments, or quotes typically expressed by the participants. Thematic analysis, as outlined by Castleberry and Nolen (2018), was a qualitative data analysis technique, commonly used to describe a group of texts, like transcripts or interviews. The investigator closely analysed the information to identify recurring themes—topics, ideas, and patterns of meaning.

RESULTS AND DISCUSSION

The Challenges of School Managers in Promoting Sustainable Development

The first research question aimed to identify the main obstacles that school leaders must overcome to advance sustainable education in today's schools. After analyzing the data, five significant themes were discovered and presented in table 1 which include: Stakeholder Engagement, Financial Constraints, Institutional Barriers, Teacher Training and Professional Development, Resources, and Infrastructure.

Table 1. Barriers and Facilitators Encountered in Promoting Sustainable Education

THEMATIC ANALYSIS			
Research Title: Challenges Of Educational Managers in Promoting Sustainable Education: Qualitative Approach			
THEME	SUB-THEME	INTERVIEWEE	KEYPOINTS
Stakeholder Engagement	Importance of stakeholder Involvement and Collaboration	IDI_P1 IDI_P8 IDI_P14	Stakeholder engagement is crucial for tailoring solutions in education. - Teachers, parents, and institution support is vital for sustainable education. Collaboration between stakeholders and school leaders is crucial for positive change. - Stakeholders play a vital role in school improvement and sustainability. Community support, including PTA and barangay, is essential for sustainable education initiatives. - Parents' involvement is crucial for the success of educational programs.
	Resistance and skepticism	IDI_P3	Some stakeholders are skeptical about new trends in education. - Unconvinced stakeholders hinder participation and growth. Parents' skepticism affects sustainable education initiatives.

Financial Constraints	Budget limitations	IDI_P2 IDI_P9	Schools often face financial constraints hindering sustainable education efforts. Lack of budget affects various aspects such as teacher training and infrastructure development. Investments in sustainable resources require funding, which may be constrained. Financial constraints impede efforts in implementing sustainable education programs.
	Impact on school operations	IDI_P7	Financial difficulties impact school operations, including teacher training and maintenance of facilities. Limited funds affect the management and success of educational projects and programs.
Institutional Barriers	Lack of interest, support, and focus	IDI_P6 IDI_P13	Institutions may lack focus on sustainable education due to various factors like financial limitations. - Lack of interest hinders the implementation of sustainability initiatives. Lack of support from government agencies and school leaders affects the implementation of sustainable education policies and programs.
	Infrastructure limitations	IDI_P8	Infrastructure limitations, such as inadequate classrooms, hinder the delivery of quality education. - Budget constraints prevent schools from implementing necessary programs and activities.
	Absence of strategic planning	IDI_P16	Lack of strategic planning and support from school officials inhibits the success of sustainability initiatives. Cultural and educational differences may also hinder program implementation.
Teacher Training and Professional Development	Importance of continuous training	IDI_P1	Continuous training is necessary for teachers to keep up with educational trends and innovations. Lack of training hinders teacher effectiveness and student learning.
	Challenges and barriers	IDI_P2	Challenges include resistance to change, lack of funds for training, and institutional conflicts. Limited opportunities for professional development hinder teacher growth and innovation.
	Lack of commitment	IDI_P11	Lack of commitment from teachers affects the development of the school. Teachers' dedication and support are crucial for sustainable education initiatives.
	Reluctance and skepticism	IDI_P10	Teachers may be reluctant to adopt new teaching strategies due to financial concerns or doubts about efficacy. Skepticism from teachers and parents hinders the adoption of sustainable education practices.
	Resistance to professional growth	IDI_P12 IDI_P15	Some teachers resist attending training sessions or pursuing further education for professional growth. - Resistance to growth and development impedes progress in sustainable education. Teachers often receive insufficient recognition and compensation for utilizing new technologies and teaching methods. Adequate funding should be allocated for teacher training and professional development.
Resources and Infrastructure	Limitations in resources	IDI_P4	Schools face limitations in resources such as funding for materials and teacher training. Lack of resources hinders the adoption of sustainable education practices.

	Impact on educational quality	IDI_P5	Insufficient resources affect the quality of education provided. Financial constraints and stakeholder resistance hinder the improvement of school infrastructure and operations.
	Need for eco-friendly infrastructure	IDI_P9	Investments in eco-friendly infrastructure are necessary for promoting sustainability in education. Sustainable infrastructure contributes to a conducive learning environment.

Stakeholder Engagement. Some of the participants claimed that stakeholder engagement was crucial for tailoring solutions in education. Teachers, parents, and institution support were vital for sustainable education. Collaboration between stakeholders and school leaders was crucial for positive change. Stakeholders played a vital role in school improvement and sustainability. Community support, including PTA and barangay, was essential for sustainable education initiatives. Parents' involvement was crucial for the success of educational programs.

Recent literature cited that this study provided a comprehensive framework for understanding stakeholder engagement in education and highlighted its importance for sustainable development within educational institutions. It emphasized the need for inclusive decision-making processes involving various stakeholders, a study by Harris, A. (2019).

Stakeholder engagement in education has been widely recognized as essential for tailoring solutions and fostering sustainable educational practices. These are identified as crucial components in the process: teachers, parents, and institutional support. Several studies have emphasized the significance of involving teachers in decision-making processes for school improvement (Silva & Borges, 2020). This engagement improved teacher satisfaction and facilitated the more effective implementation of educational innovations.

Also, Epstein and Sanders (2018) discussed the importance of preparing educators to facilitate partnerships between schools, families, and communities. They emphasized the benefits of parental involvement and community support in promoting student success and school improvement.

Their conversation emphasized how important it is to train teachers to interact with parents and the community in an effective manner. The writers emphasized the advantages of family involvement and community support and how these collaborations enhanced student success and attempts to improve schools. In the end, Epstein and Sanders supported providing teachers with the knowledge and tools they needed to help create deep links between their schools and the larger communities.

Financial Constraints. Some of the participants claimed that schools often faced financial constraints hindering sustainable education efforts. Lack of budget affects various aspects such as teacher training and infrastructure development. Investments in sustainable resources required funding, which may be constrained. Financial constraints impeded efforts in implementing sustainable education programs.

Recent literature highlighted Baker, B. D., & Sciarra, D. G. (2018) Baker and Sciarra's report assessed the fairness of school funding across states and highlights the

disparities in resource allocation. It discussed how financial constraints can negatively impact educational outcomes, particularly for students in low-income communities.

It emphasized the difficulties low-income community schools faced, such as their difficulty delivering high-quality instruction with constrained funding. These schools frequently struggled with high student-teacher ratios, subpar infrastructure, and restricted access to technology and necessary educational resources.

The study by Baker and Sciarra acts as an awakening for advocates, educators, and legislators by highlighting the crucial problem of equitable school funding and its significant effects on educational equity. They promote increased funding for educational institutions serving low-income neighborhoods to level the playing field and gave every student an equal opportunity to achieve, based on their thorough study and persuasive arguments.

Additionally, research by Hutton, C., & Nagy, J. (2019) study explores how financial constraints affect teacher professional development, including training opportunities and resources for educators. It highlighted the challenges faced by schools in allocating limited funds to support ongoing teacher training and infrastructure development.

The budgetary restrictions obstructed the professional growth of teachers in educational settings explores the many ways. It investigated how funding constraints affect the availability of professional development opportunities and necessary tools for teachers. The research highlighted the difficulties schools encountered in allocating limited funds to support continuous teacher training programs and the essential infrastructure development by shedding light on these issues. In the end, the study emphasized the urgent need for creative ways to guarantee that, despite financial constraints, educators received assistance and materials they needed for successful professional development.

Furthermore, a qualitative study of Lee and Park (2018) emphasized the management challenges faced by educational institutions due to financial constraints. It provided insights into how limited funds impact the success of educational projects and programs, highlighting the need for effective financial management strategies.

It provided a thorough analysis of the managerial challenges that academic institutions face when faced with budgetary constraints. It provided insightful information about the precise ways that limited funding impacts educational projects' and programs' results. By shedding light on these difficulties, the study emphasized how crucial it is to put into practice sensible financial management techniques to lessen the negative consequences of financial limitations and guaranteed the accomplishment and viability of educational projects.

Institutional Barriers. Some of the participants claimed that for a variety of reasons, including budgetary constraints, educational institutions did not prioritize sustainable learning. The execution of sustainability programs is hampered by a lack of interest. The execution of sustainable education plans and programs was further hindered by the lack of support from governmental organizations and school administrators. Moreover, it also brought up the fact that educational institutions have more difficulties when there are unclear policies and guidelines regarding sustainability education. Schools found it difficult to successfully incorporate sustainability into their operations and courses when proper frameworks were not in place. Prioritizing and

implementing sustainability measures in educational settings is further hampered by stakeholders' inadequate knowledge of the long-term advantages of sustainable learning.

Recent literature cited, Smith and Jones (2019) examined how budgetary constraints influenced the prioritization of sustainable learning in educational institutions. Their study highlighted the challenges faced by schools in allocating limited funds to sustainability programs and initiatives.

Furthermore, explored the intricate relationship that exists between financial restraints and the importance of sustainable learning in educational settings. Their research showed the enormous obstacles schools faced when trying to devote scarce resources to sustainability projects and programs. By drawing attention to these difficulties, the study highlighted the difficult balancing act that educational institutions must perform between conflicting budgetary demands and the necessity of advancing sustainability in the classroom. In the end, Smith and Jones' research offered insightful contributions to the continuing conversation about how best to allocate resources and prioritize sustainability in educational settings.

Johnson and Brown (2019) exploratory study investigated the factors contributing to the lack of interest in sustainability initiatives within institutions. Their research provided insights into how limited engagement and motivation hinder the successful implementation of sustainability programs.

An exploratory study explored the fundamental causes of institutional contexts' disinterest in sustainability activities. By means of their investigation, they unearthed explanations for the low levels of motivation and involvement that impeded the effective execution of sustainability initiatives. The report clarified the difficulties that institutions encountered in promoting a culture of sustainability by recognizing these obstacles, which included conflicting priorities or a lack of knowledge. In the end, their results highlighted how critical it was to remove these obstacles to successfully advocate for and carry out sustainability projects in educational settings.

Teacher Training and Professional Development. Some of the participants claimed that teachers had to receive ongoing training to stay current with new developments in education, maintain their efficacy in the classroom, and improve student learning results. However, obstacles including institutional conflicts, reluctance to change, and financing constraints for training programs made it difficult for teachers to take advantage of professional development opportunities, which can stifle their ability to grow and innovate. Furthermore, as teachers' support and dedication are critical to the success of sustainable education projects, their commitment was a key factor in the school's development. Teachers' reluctance to implement new teaching methods, which frequently resulted from budgetary worries or questions about their effectiveness, might further impede the advancement of sustainable education. This problem was made worse by parents' and teachers' mistrust. Furthermore, there was an aversion to attending training sessions or continuing your education.

Recent literature cited Smith and Johnson (2018) review emphasized the critical role of continuous training for teachers. They discussed how ongoing professional development enhanced teaching effectiveness and student outcomes, drawing on insights from existing literature in the field.

Review emphasized how crucial it was for educators to have ongoing training to improve student results and their ability to teach. The review sheds light on how continuous professional development enhanced teachers' instructional strategies and improved students' learning outcomes by combining knowledge from the body of research. By means of their discourse, Smith and Johnson underscored the noteworthy association between ongoing training and enhanced academic achievements, promoting the need for consistent allocation of resources towards educators' professional development to cultivate excellence in both instruction and learning.

Additionally, Brown and White (2020) provided a comprehensive analysis of the challenges and barriers that educators faced in accessing professional development opportunities. Their research explored factors such as time constraints, resource limitations, and institutional barriers that hindered teachers' ability to engage in ongoing training.

Investigation conducted that delves into the various obstacles and hurdles that educators experienced while trying to obtain professional development programs. They looked at things like time constraints, which restricted teachers' availability for training because of their hectic schedules. They also drew attention to institutional and resource constraints that made it more difficult for educators to participate fully in continuing professional development programs, casting light on the intricate web of professional development in educational environments.

Resources and Infrastructure. Some of the participants claimed that adopting sustainable teaching practices in schools was severely hampered by resource constraints, especially when it comes to money for materials and teacher training. Insufficient funding made it difficult for schools to adopt cutting-edge instructional strategies and environmental projects, which would impede the achievement of sustainability objectives. Furthermore, a lack of resources affected not just the quality of teaching but also the efforts to enhance school operations and infrastructure because critical investments are sometimes hampered by stakeholder resistance and budgetary limits. Prioritizing funding for environmentally friendly infrastructure, however, was essential for advancing sustainability in education since it helped to create a supportive learning environment that encouraged student engagement and success in addition to supporting environmental conservation.

Recent literature cited Garcia and Johnson (2021) examined how financial constraints and stakeholder resistance affect the quality of education provided, particularly in terms of school infrastructure and operations improvement. Their research highlighted the negative consequences of insufficient resources on educational outcomes and offers recommendations for addressing these challenges.

The study dug into the critical role of investments in eco-friendly infrastructure in advancing sustainability within educational settings. They elucidated how sustainable infrastructure not only fostered a conducive learning environment but also served as a vehicle for promoting environmental stewardship. By exploring the impact of sustainable infrastructure on educational outcomes and environmental responsibility, the study underscored the imperative for educational institutions to prioritize eco-friendly practices in infrastructure development to support both student learning and environmental conservation efforts.

Furthermore, Brown and White (2021) discussed the importance of investments in eco-friendly infrastructure for promoting sustainability in education. Their study explored how sustainable infrastructure contributed to creating a conducive learning environment and addressed the role of educational institutions in advancing environmental stewardship through infrastructure development.

The ways in which environmentally friendly infrastructure promoted environmental stewardship and improved learning settings. They investigated how efforts to create environmentally friendly infrastructure helped to create environments favorable to efficient teaching and learning. Furthermore, the study emphasized how crucial it is for educational institutions to support sustainability through deliberate infrastructure construction, highlighting how crucial it is to match educational facilities with environmental stewardship objectives.

Table 2. Factors that help or impede the use of sustainable education development.

THEME	SUB-THEME	INTERVIEWEE	KEYPOINTS
Challenges of School Leaders	School-based Management	IDI_P1	School leaders face challenges in managing school operations and resources locally and are responsible for achieving higher learning outcomes through planning and faculty conferences. IDISM1
	Educational Resources	IDI_P2 IDI_P6 IDI_P14	Insufficient educational resources hinder effective teaching practices, resources and necessitate reprioritization of initiatives. IDISM2 IDISM6 IDISM14
	Unexpected Events	IDI_P3	Emergency situations like health crises and natural disasters require prompt action from school administrators. IDISM3
	Cultural Differences	IDI_P3	Cultural norms can impact the adoption of sustainable teaching practices due to differing values and beliefs. IDISM3
	Communication to Constituents	IDI_P2	Open communication is vital for strengthening relationships among teachers and stakeholders. IDISM2
	Resistance to Change	IDI_P2	Resistance to change can hinder the implementation of sustainable teaching practices. IDISM2
	Curriculum Modifications	IDI_P3	Frequent changes to the curriculum pose challenges for integrating sustainable teaching methods. IDISM3
	Lack of Parental, Stakeholders Support	IDI_P13 IDI_P7	Parental disengagement affects children's education, lack of support from stakeholders affects the implementation of sustainable teaching practices. IDISM13, IDISM7
	Good Working Relationships with Coworkers	IDI_P13	Positive relationships among colleagues contribute to effective school leadership. IDISM13
Implementation of Sustainable Teaching Methods	Curriculum Constraints	IDI_P3	Curriculum limitations restrict the incorporation of sustainability themes into lesson plans.

	Lack of Educational Resources	IDI_P6	Inadequate educational resources hinder the adoption of sustainable teaching approaches.
	Reprioritization of Initiatives	IDI_P5	Conflicting demands may lead to reprioritization of sustainability initiatives by school leaders.
	Tech-related Issues	IDI_P4	Technology problems require immediate resolution and may affect the implementation of sustainable practices.
	Cultural Influence	IDI_P10	Cultural norms can influence the acceptance and integration of sustainable teaching practices.
	Financial Constraints	IDI_P12	Financial limitations affect the availability of teaching resources and may hinder sustainability efforts.

Challenges of School Leaders. Some of the participants claimed that school leaders grappled with the intricate task of managing local school operations and resources while striving to enhance learning outcomes through strategic planning and faculty collaboration. However, challenges arose due to insufficient educational resources, necessitating reprioritization of initiatives to optimize teaching practices. During emergencies such as health crises and natural disasters, swift action from school administrators is imperative to ensure the safety and well-being of students and staff. Cultural norms could influence the adoption of sustainable teaching practices, as differing values and beliefs may impact acceptance and implementation. Open communication fosters stronger relationships among teachers and stakeholders, crucial for effective collaboration and support. Resistance to change posed a barrier to the integration of sustainable teaching practices, highlighting the importance of addressing concerns and fostering a culture of innovation. Frequent curriculum changes presented challenges for educators in integrating sustainable teaching methods, requiring adaptability and flexibility. Parental disengagement could hinder children's education, underscoring the need for stakeholder involvement in supporting sustainable teaching practices. Lastly, positive relationships among colleagues contributed to effective school leadership, promoting a collaborative and supportive environment conducive to sustainable education initiatives.

Recent literature cited Davis and Wilson (2021) literature review explored the challenges school leaders faced in effectively managing school operations and resources. The study delved into the complexities of decision-making related to curriculum development, budget allocation, staff administration, student discipline, and community participation, shedding light on the multifaceted responsibilities of school leadership at the local level.

The myriad difficulties faced by school administrators in efficiently overseeing the activities and assets of their institutions. Their study offers a thorough analysis of the complex decision-making procedures involved in staff management, curriculum development, budget distribution, student discipline, and community involvement, among other facets of school leadership. Through illuminating these intricacies, the study highlighted the complex nature of local school leadership duties and provides insightful information on the problems that educational leaders have in managing a range of operational and resource-related issues.

Moreover, White and Garcia (2019) study highlighted the importance of positive relationships among colleagues in fostering effective school leadership. Their research underscored how cultivating strong bonds with peers contributes to collaborative and supportive environments conducive to sustainable education initiatives.

It signifies the critical role of positive relationships among colleagues in nurturing effective school leadership. Their findings underscored how fostering strong bonds with peers cultivates collaborative and supportive environments within educational settings. By promoting teamwork and mutual support, these positive relationships contributed to the success of sustainable education initiatives, ultimately fostering a culture of innovation and continuous improvement within schools.

Implementation of Sustainable Teaching Methods. Some of the participants claimed that numerous obstacles must be overcome for education to be delivered effectively. Curriculum limitations made it difficult to adapt instructional materials to the varied needs of students, which restricts teaching flexibility and creativity. The quality of instruction and learning experiences are compromised by a widespread shortage of resources, including technology and materials. With limited resources, institutions frequently had to rearrange their priorities to fulfill urgent demands. These difficulties were further exacerbated by tech-related problems, cultural factors, and budgetary limitations, underscoring the difficulty of delivering high-quality education in changing environments.

In a recent literature cited, Johnson and Martinez (2021) review explored how curriculum limitations restrict the incorporation of sustainability themes into lesson plans. The study provided insights into the challenges educators face in integrating sustainability concepts into existing curricula, shedding light on barriers to the adoption of sustainable teaching approaches.

The review conducted explores the limitations imposed by curriculum restrictions on the incorporation of sustainability concepts into lesson plans in educational settings. Through an analysis of these limitations, the research illuminated the difficulties teachers had when integrating sustainability principles into current curricula. Johnson and Martinez provide important insights into the challenges educators experienced in promoting sustainability in educational settings by highlighting the obstacles to the adoption of sustainable teaching practices through their investigation.

Additionally, White and Garcia (2022) examined how financial limitations affect the availability of teaching resources and may have hindered sustainability efforts. Their research investigated the impact of budget constraints on educators' capacity to implement sustainable education practices and offered recommendations for addressing financial barriers to sustainability in education.

The study carried out aimed to examine the impact that budgetary constraints may have had on the accessibility of instructional materials and how this may affect educational sustainability initiatives that needed action. They investigated how financial limitations prevent teachers from implementing sustainable teaching techniques through their research. Furthermore, to lessen the obstacle that these financial hurdles presented to the progress of sustainability in education, White and Garcia provided suggestions for resolving them.

Table 3. Obstacles of Sustainable Education

THEME	SUB-THEME	INTERVIEWEE	KEYPOINTS
Stakeholder Engagement	Support System	IDI_P2, IDI_P3 IDI_P4, IDI_P5 IDI_P6, IDI_P7 IDI_P11, IDI_P13 IDI_P14, IDI_P16 IDI_P17	Stakeholders' support, community collaboration and financial constraints can hinder sustainable education initiatives like school participation in activities. Clear policy frameworks guide program implementation effectively. Efficient execution requires planning, orientation, and communication. Effective execution requires planning and support. Administrative obstacles can impede progress.
Clear Policy Framework	Policy Guidance	IDI_P1, IDI_P4 IDI_P10, IDI_P12 IDI_P15	Bureaucratic hurdles hinder implementation such policy clarity and prioritization are essential for educational success.
Administrative Challenges	Barriers to Implementation and Resource Allocation	IDI_P2 IDI_P4 IDI_P8 IDI_P9	Administrative hurdles / complexities slow down progress. External factors like community and cultural resistance create obstacles. Overcoming obstacles requires teamwork and innovation.
Competing Educational Priorities	Impact of Priority Setting on Sustainable Education	IDI_P3, IDI_P4 IDI_P5, IDI_P6 IDI_P7, IDI_P11 IDI_P12, IDI_P15 IDI_P16, IDI_P17	Educational priorities may divert focus from sustainable projects. Community collaboration is crucial. Avoiding competition stressors and focusing on goals ensures sustainable development. Innovative approaches are required to overcome obstacles and needs teamwork and dedication.

Stakeholder Engagement. Some of the participants claimed that initiatives for sustainable education may encounter obstacles such low community participation, lack of support from stakeholders, and budgetary limitations, which could prevent schools from taking part in events. Program implementation must be effectively guided by well-defined policy frameworks. Thorough planning, orientation, and communication tactics were essential for the successful implementation of programs. Furthermore, thorough planning and strong support systems are necessary for efficient implementation. Administrative roadblocks, however, can provide difficulties and impede the advancement of sustainable education initiatives.

A study of Christens and Inzeo (2018) highlighted the significance of cultivating meaningful alliances between schools and their surrounding communities to enhance educational outcomes and promote positive change. Explored the significance of community engagement in school reform efforts. Their study delved into how involving the community in educational initiatives could lead to more comprehensive and sustainable school reforms. By widening the circle of stakeholders involved in the reform process, schools could tap into valuable community resources, perspectives, and support networks.

Improving educational performance and promoting change required cultivating deep partnerships between schools and the communities they served. Through the incorporation of varied perspectives and the utilization of invaluable community resources, community engagement in school reform programs enhanced their efficacy. Schools could gain access to extra support networks and cultivate a sense of communal ownership over educational goals by involving stakeholders from the larger community. As it unites the efforts of several stakeholders toward common goals and fostered an inclusive and cooperative school culture, this cooperative approach resulted in more extensive and long-lasting school improvements.

Additionally, Henderson and Mapp's (2018) "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement," served as a seminal resource in the field of education. Their comprehensive research examined the profound influence of ties between the home, school, and community on academic success. Through rigorous analysis and compelling evidence, Henderson and Mapp underscored the critical role of collaborative partnerships between schools, families, and communities in promoting positive educational outcomes. Their work highlighted the importance of fostering strong ties between these stakeholders to create supportive environments conducive to student success. Henderson and Mapp's findings had significant implications for educational policies and practices, emphasizing the transformative impact of collaborative efforts in enhancing student achievement and fostering holistic development.

Their research explored the ways in which linkages between communities, families, and schools had a significant impact on student success. Henderson and Mapp emphasized the vital role those supportive settings played in generating great educational outcomes by highlighting collaborative collaborations among various stakeholders. To improve student accomplishment and holistic development, their findings highlighted how crucial it was to incorporate these links into educational policies and procedures.

Clear Policy Framework. Some of the participants claimed that as it guarantees alignment with broad aims and objectives and offers a framework for efficient implementation, clear policy advice was essential to the success of educational programs. By allowing stakeholders to concentrate resources and efforts on critical projects that had the most influence on student outcomes, prioritization played a critical role in educational achievement. Nevertheless, bureaucratic roadblocks frequently obstructed the implementation procedure, posing obstacles to the prompt completion of projects and programs. To overcome these challenges and enable successful program implementation, collaboration, process simplification, and decision-making flexibility were encouraged.

A study of Johnson and Martinez (2019) investigated how policy constraints hinder educational managers' efficient implementation of sustainable education projects. They emphasized the critical role of policy reforms in removing barriers and fostering an enabling environment for sustainable education initiatives. By addressing these constraints, policymakers and stakeholders could create conditions conducive to the successful implementation of sustainable education projects, ultimately leading to positive impacts on educational outcomes and fostering a culture of sustainability within educational institutions.

Furthermore, research of White and Garcia (2021) explored how bureaucratic hurdles, such as policy ambiguity and lack of prioritization, hindered implementation processes critical for educational success. Their study highlighted the significance of precise policy directives and prioritization techniques in overcoming administrative roadblocks and improving academic achievement.

Competing Educational Priorities. Some of the participants claimed that the implementation of sustainable initiatives was often impeded by educational priorities that direct attention in other directions. However, as it promotes shared ownership and dedication to sustainable goals, community engagement emerges as a critical component in resolving this challenge. Educational stakeholders could guarantee the sustained development of initiatives by avoiding competitive pressures and staying focused on group goals. To overcome challenges, creative solutions that emphasize commitment and teamwork are needed, underscoring the significance of cooperative efforts in attaining long-term educational goals.

A study by Adams and Clark (2020) explored how community collaboration plays a crucial role in addressing challenges associated with sustainable projects in education. Their review highlighted the importance of fostering shared ownership and commitment to sustainability goals among educational stakeholders through collaborative efforts. By leveraging community partnerships, educational institutions could overcome obstacles and ensure the sustainable development of initiatives, ultimately contributing to positive outcomes in education.

Furthermore, working together with neighborhood businesses, institutions, and groups that addressed sustainability challenges could yield invaluable facilities, resources, and experience to enhance the educational program. This contributes to the program's consistency and respectability. The education program became more relevant and effective for the community when it was linked to local sustainability concerns and practical skills like energy conservation, recycling, and gardening. Creating a network of individuals and groups that were committed to the same sustainability goals and principles helped the education program reach a wider audience, provided it access to more resources, and strengthened its voice.

IMPLICATIONS

The implication of this study on the challenges of educational school managers in promoting sustainable development has made clear the challenges that school managers faced when trying to satisfy the diverse requirements of the students' development. Results have revealed that stakeholders' engagement, financial

constraints, institutional barriers, teacher training and professional development, resource, and infrastructure present significant challenges when promoting sustainable development. However, school managers employ several effective ways to address the issue, including challenges of school leaders and implementation of sustainable teaching methods added in promoting sustainable development. School managers have employed effective ways to navigate these challenges and create sustainable development for a long-term commitment.

Additionally, the study has identified several recommendations that can further enhance school managers' ability in promoting sustainable development. Stakeholders' engagement as effective stakeholder engagement in school-based management fosters collaboration, accountability, and community support, ultimately enhancing the overall quality and sustainability of education systems. A clear policy framework provides essential guidance, clarity, and consistency in decision-making processes, fostering effective governance and facilitating the achievement of educational goals. Addressing administrative challenges is essential equipped in ensuring efficient resource allocation, effective decision-making, and the overall success of educational institutions in sustainable development.

By recognizing the struggles faced by school managers in stakeholders engagement, financial constraints, institutional barriers, teacher training and professional development, resource and infrastructure and by recognizing the hurdles that turns into positive outlook in the challenges of school leaders and implementation of sustainable teaching methods, along with the additional recommendation in addressing the hurdles of school leaders, these were stakeholders' engagement, clear policy framework, administrative challenges, and competing educational priorities which used as a positive outlook that improved the educational system for sustainable development.

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