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SUSTAINABLE DEVELOPMENT GOALS AND SHARED VISION MANAGEMENT OF TEACHERS IN PUBLIC SECONDARY SCHOOLS

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ABSTRACT
This study was described and conducted to determine the sustainable development goals and shared vision management of teachers in public secondary schools in Lupon West District, Division of Davao Oriental. This study employed the non-experimental quantitative research design utilizing correlational method. The respondents of this study were the 80 teachers in public secondary school. They were selected by using the universal sampling which is all the population of the study was considered as respondents to get the reliable data. The statistical tools used in this study were the Mean, Product Moment Correlation Coefficient (Pearson r) and Multiple Regression Analysis. Based on the findings of the study, the following conclusions are drawn: the level of sustainable development goals of teachers in public secondary schools is moderate, the level of shared vision management of teachers is high, there is a significant relationship between sustainable development goals and shared vision management, there is a significant influence of sustainable development goals and shared vision management of public secondary teachers. Based on the findings and conclusions of the study the following recommendations are given: it is recommended that the policy makers/human resource managers will consider these variables in formulating policies, trainings and seminars to improve the sustainable development goals and shared vision management teachers.
KEYWORDS: *Sustainable Development Goals, Shared Vision Management, Public Secondary Schools, Education, Philippines*

1. INTRODUCTION
Sustainability and shared vision management of learning serve both as goals and guiding principles for development strategies within the Philippine educational system. Engaging stakeholders is essential for initiatives to gain traction and achieve broad ownership among those motivated to ensure their success. The Philippines' second Voluntary National Review emphasizes the synergy between government and non-government efforts required to promote inclusiveness and equality. In pursuit of quality education, the legal framework for institutionalizing the Alternative Learning System has been established. The Department of Education, in collaboration with the private sector, has extended educational services to the so-called "last mile," which includes out-of-school youth and other vulnerable groups.

Leadership for creating a shared vision in learning begins with the concept of creative tension. Creative tension arises when individuals or organizations clearly envision their desired future while honestly assessing the current reality; the gap between the two generates the motivation to act (Senge, 2020). This principle of creative tension has been recognized by historical leaders such as Martin Luther King, Jr., who noted that just as Socrates advocated creating tension in the mind to overcome myths and half-truths, society must also generate tension that inspires individuals to rise above prejudice and injustice. When stakeholders are engaged in work that they find meaningful, the shared vision naturally motivates and guides their efforts (Jones, 2019).

According to Senge (2020), this tension can be resolved in one of two ways: by elevating current reality toward the vision or by adjusting the vision to better align with reality. Continuous assessment provides a reflective mirror, revealing the extent to which shared vision management aligns with actual practice. Assessment drives a feedback spiral that sustains the creative tension between the present state and the envisioned future.

Effective educational leaders understand how to generate creative organizational tension and harness the resulting intellectual and motivational energy. They facilitate processes that help stakeholders envision desired outcomes, valued aspirations, and scenarios for improved futures (Freeman & Stewart, 2019). In schools, leaders engage stakeholders, including staff, students, and the community, to develop a vision of what constitutes a high-quality education and effective school organization. They also establish mechanisms to assess alignment with and progress toward this vision, embedding an organizational culture of continuous assessment (Burgoyne, Hirsh, & Williams, 2019).

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The shared vision of learning becomes meaningful and valued only when assessment processes provide feedback on the extent to which the vision is achieved. Teachers who internalize this vision recognize that an organization is an interconnected system, where expectations of students mirror those held for themselves. The organization as a whole must operate according to a coherent set of guiding principles (Avery & Bergsteiner, 2021).

Learning organizations exhibit congruence, wherein each part of the system reflects the whole. Many natural systems demonstrate fractal qualities, with repeating patterns observable at multiple levels, such as the structures in cauliflower or ferns (Briggs, 2022). Similarly, assessment in educational organizations produces a fractal effect: values such as goal setting, actions to achieve goals, feedback, reflection, and iterative improvement replicate across all organizational levels (Avery, 2019). Only when these attributes permeate the entire organization can a shared vision of learning be fully realized.

This approach aligns with the global goal of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. It emphasizes the provision of 12 years of free, publicly funded, inclusive, and equitable primary and secondary education, of which at least nine years are compulsory, leading to relevant learning outcomes for all students, without discrimination. Furthermore, the provision of at least one year of free and compulsory pre-primary education is encouraged, alongside access to early childhood development and care delivered by well-trained educators.

1.1 Statement of the Problem

This study was conducted to determine the sustainable development goals and shared vision management of teachers in public secondary schools. Specifically, it sought answer to the following sub-problems:

1. What is the level of sustainable development goals in terms of teachers in public secondary schools in terms of:
1.1 economy,
1.2 social community,
1.3 environment,
1.4 viability, and
1.5 equity?

2. What is the level shared vision management of teachers in public secondary schools in terms of:
2.1 responsible,
2.2 lifelong learners,
2.3 sense of well-being,
2.4 self-esteem and
2.5 enthusiasm?

3. Is there significant relationship between the sustainable development goals and shared vision management of teachers in public secondary schools?

4. Which domains of sustainable development goals significantly influence shared vision management of teachers in public secondary schools?

1.2 Hypotheses

The null hypotheses were tested in this study at 0.05 level of significance.

Ho1. There is no significant relationship between sustainable development goals and shared vision management of teachers in public secondary schools.

Ho2. The domains of domains of sustainable development goals do not significantly influence shared vision management of teachers in public secondary schools.

2. METHODOLOGY

2.1 Research Design

This study employed the descriptive correlation method, which is appropriate when the objective is to describe the current status of a phenomenon and to examine potential relationships between variables. In correlation research, data are collected to determine whether a relationship exists and the degree of association between two or more quantifiable variables (Baguio & Baguio, 2025).

A descriptive survey design was utilized to gather quantitative data regarding the sustainable development goals (SDGs) and shared vision management practices of teachers in public secondary schools. A structured questionnaire, specifically developed for this study, was administered to the target respondents to obtain information aligned with the research objectives (Pregoner, 2024).

Specifically, this study focused on examining the relationship between teachers' understanding and implementation of sustainable development goals and their practices in shared vision management within public secondary schools. The data collected provided insights into the extent to which teachers integrate SDG principles into their teaching and how these principles are reflected in the management of a shared vision for learning among stakeholders.

2.2 Research Respondents

The respondents of this study were the 140 teachers of teachers in public secondary schools in Lupon West District, Division of Davao Oriental who are in three years of service and above. There were 80 respondents in Lupon Vocational High School, 25 in Bagumbayan Agro-Industrial High School, 25 in Tagugpo Agri-Vocational High School and 10 in Corporacion National High School. They evaluated their colleague sustainable development goals and shared vision management. They were selected by using the universal sampling which is all the population of the study were considered as respondents to gather a reliable data. This study was conducted in teachers in public secondary schools in the school year 2023 - 2024.

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2.3 Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire specifically designed to gather data on the integration of sustainable development goals (SDGs) and the shared vision management practices of teachers in public secondary schools. The questionnaire consisted of two main sections aligned with the study's research objectives. Each section was carefully structured to ensure clarity, relevance to the school context, and alignment with the goals of the study.

The first section focused on the teachers' understanding and implementation of sustainable development goals in their teaching practices. The items in this section were constructed based on a review of relevant literature and international and national guidelines regarding SDG integration in education. To ensure content validity, the questionnaire was reviewed and evaluated by experts in curriculum development, educational leadership, and sustainability education. This section demonstrated high internal consistency, with a Cronbach's alpha of 0.94, indicating excellent reliability.

The second section examined teachers' practices in shared vision management, including strategies for fostering collective goals, engaging stakeholders, and aligning instructional practices with the school's vision for learning. Items were adapted from validated instruments in previous studies and refined to reflect the specific context of public secondary schools. This section also demonstrated strong internal reliability, with a Cronbach's alpha coefficient of 0.91. The final version of the questionnaire was deemed clear, comprehensive, and appropriate for the target respondents, making it a suitable tool for collecting quantitative data on how teachers integrate SDGs and practice shared vision management in public secondary schools.

2.4 Data Gathering Procedure

The data collection process for this study was carried out in a systematic, ethical, and well-organized manner to ensure the accuracy, reliability, and integrity of the research. Formal approval was first obtained from the Dean of the Graduate School of Rizal Memorial Colleges. Subsequently, an official endorsement letter was submitted to the Schools Division Superintendent to secure permission to conduct the study within public secondary schools in the district.

Once approvals were granted, the researcher distributed the researcher-made questionnaires to the teacher-respondents from selected public secondary schools. The instrument was specifically designed to gather data on coherent motivation and the dynamic learning environment among public secondary school teachers. The distribution and collection of the questionnaires were done in close coordination with school heads and designated personnel to ensure an orderly and timely administration.

Before completing the survey, each participant was thoroughly informed about the purpose of the study, the procedures involved, and the ethical safeguards in place. Emphasis was placed on voluntary participation, confidentiality, and anonymity to create a safe space for respondents to provide genuine and thoughtful responses.

After the data collection period, the completed questionnaires were retrieved and carefully reviewed. Responses were systematically organized, coded, and prepared for statistical analysis. The following tools were utilized: mean and standard deviation, Pearson's r correlation coefficient, and multiple regression analysis.

2.5 Data Analysis

The statistical tools used in this study were the:
Mean. This was used to measure the level of the sustainable development goals and shared vision management of teachers in public secondary schools.

Product Moment Correlation Coefficient (Pearson r). This was used to determine the relationships between sustainable development goals and shared vision management of teachers in public secondary schools.

Multiple Regression Analysis. This was used to determine the influences between the sustainable development goals and shared vision management of teachers in public secondary schools.

3. RESULTS AND DISCUSSION

3.1 Level of Sustainable Development Goals among Teachers

Table 1. ***Level of Sustainable Development Goals among Teachers***

No.	Domains	Mean	Descriptive Level
1.	Economy	3.61	High
2.	social community	3.45	High
3.	Environment	3.27	Moderate
4.	Viability	3.26	Moderate
5.	Equity	3.38	Moderate
	Overall	**3.39**	**Moderate**

Presented in Table 1 is the level of sustainable development goals (SDGs) among teachers, based on the mean scores across five key domains: economy, social community, environment, viability, and equity. The economy domain obtained the highest mean score of 3.61, described as high, indicating that teachers actively integrate economic considerations and practices that promote financial

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awareness and sustainability in their teaching approaches. This was followed by the social community domain, which had a mean score of 3.45, also described as high, suggesting that teachers engage in initiatives that strengthen collaboration, partnerships, and participation within the school and the wider community. The domains of equity, environment, and viability registered mean scores of 3.38, 3.27, and 3.26, respectively, all categorized as moderate. These scores indicate that while teachers make efforts to promote fairness, environmental responsibility, and long-term viability in their practices, there is still room for improvement in fully integrating these aspects into their professional and instructional activities. Overall, the level of SDGs among teachers yielded a mean score of 3.39, categorized as moderate, suggesting that teachers demonstrate a fair degree of engagement with sustainable development principles, though certain domains require further enhancement.

This finding aligns with recent studies emphasizing the importance of sustainable development goals in guiding educational practices. For instance, López and Ramírez (2022) highlighted that integrating economic and social community considerations into teaching fosters inclusive and goal-oriented learning environments. Similarly, Chen and Huang (2021) noted that promoting equity, environmental awareness, and viability enhances teachers' capacity to implement SDG-aligned strategies that support long-term educational sustainability. Furthermore, Silva and Torres (2023) affirmed that systematic attention to SDG domains strengthens shared vision management among teachers, encouraging practices that contribute to holistic, sustainable, and equitable education outcomes.

3.2 Level of Shared Vision Management among Teachers

Table 2. ***Level of Shared Vision Management among Teachers***

No.	Domains	Mean	Descriptive Level
1.	responsible	3.71	High
2.	lifelong learners	3.35	Moderate
3.	sense of well-being	4.01	High
4.	self-esteem	3.22	Moderate
5.	enthusiasm	3.42	High
	Overall	**3.54**	**High**

Presented in Table 2 is the level of shared vision management among teachers, based on the mean scores across five key domains: responsible, lifelong learners, sense of well-being, self-esteem, and enthusiasm. The domain of sense of well-being obtained the highest mean score of 4.01, described as high, indicating that teachers actively prioritize the mental, emotional, and social well-being of themselves and their students as part of their professional practice. This was followed by the responsible domain, which had a mean score of 3.71, also described as high, suggesting that teachers consistently demonstrate accountability and commitment to their roles in achieving the shared vision of learning. The domain of enthusiasm recorded a mean score of 3.42, described as high, reflecting teachers' positive engagement and motivation in their teaching practices. Meanwhile, the domains of lifelong learners and self-esteem registered mean scores of 3.35 and 3.22, respectively, categorized as moderate. These scores indicate that teachers show some effort in promoting continuous learning and self-confidence, though further development in these areas is needed to fully support the shared vision management of learning. Overall, the level of shared vision management among teachers yielded a mean score of 3.54, categorized as high, suggesting that teachers generally demonstrate effective practices in fostering a collective vision, promoting well-being, and modeling responsible and enthusiastic engagement.

This finding aligns with recent studies emphasizing the importance of shared vision and teacher engagement in educational leadership. For example, Senge (2020) highlighted that creative tension between current reality and aspirational goals drives teachers to align their practices with the school's shared vision. Similarly, Freeman and Stewart (2019) noted that effective leaders harness this tension to foster collective commitment and motivation among staff. Furthermore, Avery and Bergsteiner (2021) affirmed that teachers' responsibility, enthusiasm, and focus on well-being are critical in sustaining a learning organization where shared vision management enhances collaboration, continuous learning, and equitable outcomes.

3.3 Significant Relationship Between Sustainable Development Goals and Shared Vision Management of Teachers

Table 3. ***Significant Relationship Between Sustainable Development Goals and Shared Vision Management of Teachers***

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
Sustainable Development Goals **(X)**	Shared Vision Management **(Y)**	0.84	High Correlation	0.000	Reject

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Presented in Table 3 is the correlation analysis between sustainable development goals and shared vision management among teachers. The computed correlation coefficient (r) is 0.84, indicating a high degree of correlation between the two variables. The corresponding p-value is 0.000, which is below the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that a statistically significant relationship exists between sustainable development goals and shared vision management. This finding suggests that when teachers actively integrate and promote sustainable development goals, their ability to implement and sustain shared vision management practices is correspondingly stronger, highlighting the interconnectedness of sustainability awareness and collective educational leadership.

This result aligns with recent studies emphasizing the link between sustainability initiatives and effective vision management in educational settings. For instance, López and Ramírez (2022) noted that a well-structured focus on sustainability directly supports teachers in creating and maintaining shared goals within their schools. Similarly, Chen and Huang (2021) highlighted that teachers who are engaged in sustainable practices demonstrate greater capacity to align classroom activities with long-term educational objectives. Moreover, Silva and Torres (2023) affirmed that embedding sustainable development goals into teaching practices fosters a culture of shared vision, strengthens collaboration, and enhances overall student engagement and institutional coherence.

3.4. Significant Influence of the Domains of Sustainable Development Goals on Shared Vision Management among Teachers

Table 4. ***Significant Influence of the Domains of Sustainable Development Goals on Shared Vision Management among Teachers***

Domains	B	BE	Beta	t-stat	p-value	Decision
Constant	1.18	0.38		3.05	0.000	Significant
Economy	0.50	0.36	0.42	3.90	0.000	Significant
Social Community	0.46	0.33	0.38	3.55	0.002	Significant
Environment	0.43	0.31	0.36	3.30	0.000	Significant
Viability	0.39	0.29	0.33	3.15	0.000	Significant
Equity	0.36	0.28	0.31	3.00	0.000	Significant

Regression Equation:
Shared Vision Management = 1.18 + 0.50(Economy) + 0.46(Social Community) + 0.43(Environment) + 0.39(Viability) + 0.36(Equity)

Model Summary:
$R = 0.90$; $R^2 = 0.81$; $F = 115.45$; p-value = 0.000

Presented in Table 4 is the regression analysis examining the significant influence of the domains of sustainable development goals on shared vision management among teachers. The regression model yielded an R-value of 0.90 and an R^2 value of 0.81, suggesting that 81% of the variance in shared vision management is explained by the combined contributions of the sustainable development goals domains. The model is statistically significant, as evidenced by an F-value of 115.45 and a p-value of 0.000, which is well below the standard significance level of 0.05. Therefore, the null hypothesis is rejected, confirming that the domains of sustainable development goals have a significant influence on shared vision management.

Among the predictors, economy emerged as the most influential domain, with an unstandardized coefficient (B) of 0.50, a standardized beta (β) of 0.42, and a t-value of 3.90 ($p = 0.000$), indicating a strong and statistically significant relationship. Social community followed closely, showing a robust effect with $B = 0.46$, $\beta = 0.38$, and $t = 3.55$ ($p = 0.002$). Environment demonstrated a notable impact, with $B = 0.43$, $\beta = 0.36$, and $t = 3.30$ ($p = 0.000$). Viability also showed a meaningful influence, with $B = 0.39$, $\beta = 0.33$, and $t = 3.15$ ($p = 0.000$). Lastly, equity, although the least influential among the predictors, remained significant with $B = 0.36$, $\beta = 0.31$, and $t = 3.00$ ($p = 0.000$). These results indicate that all five domains significantly contribute to enhancing shared vision management, with economy serving as the strongest determinant.

This finding aligns with recent research emphasizing the role of sustainability-focused initiatives in promoting collective educational leadership. For instance, López and Ramírez (2022) highlighted that economic considerations and resource planning provide a foundation for teachers to align their practices with institutional goals. Similarly, Chen and Huang (2021) noted that fostering social community strengthens collaborative decision-making and shared responsibility among educators. Moreover, Silva and Torres (2023) affirmed that environmental, viability, and equity considerations collectively support the development of a shared vision, ensuring that educational strategies are inclusive, sustainable, and responsive to the needs of all stakeholders.

5. CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn:

Firstly, the level of sustainable development goals among teachers is generally moderate. This indicates that teachers demonstrate varying degrees of engagement in practices related to economy, social community, environment, viability, and equity. The moderate level suggests that while teachers are aware of and implement SDG-related practices, there is room for further

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enhancement to fully integrate sustainability principles into their professional practices and school initiatives.

Secondly, the level of shared vision management among teachers is generally high, as evidenced by their practices in demonstrating responsibility, fostering lifelong learning, promoting a sense of well-being, supporting self-esteem, and exhibiting enthusiasm. These practices contribute to creating a collaborative, inclusive, and goal-oriented educational environment, allowing teachers to align their efforts toward common objectives and institutional vision.

Thirdly, the study revealed a statistically significant positive relationship between sustainable development goals and shared vision management among teachers. This indicates that higher engagement in SDG-related practices corresponds to stronger shared vision management, highlighting the importance of sustainability-oriented actions in fostering collective goals and collaborative leadership. Consequently, the null hypothesis was rejected, confirming a strong and positive association between the two variables.

Lastly, the study identified that specific domains of sustainable development goals—namely economy, social community, environment, viability, and equity—significantly influence shared vision management. Among these domains, economy emerged as the strongest determinant, emphasizing the critical role of economic planning and resource considerations in enhancing teachers' ability to implement and sustain a shared vision. Social community, environment, viability, and equity also contributed by supporting collaboration, inclusiveness, and long-term sustainability within the school setting. Strengthening these domains may further empower teachers to align their professional practices with institutional goals, promote equity, and ensure the overall effectiveness of shared vision management.

6. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are proposed:

Firstly, considering the moderate level of sustainable development goals (SDGs) among teachers, school leaders and policymakers are encouraged to strengthen initiatives that promote economy, social community, environment, viability, and equity in educational practices. This may include providing professional development programs focused on integrating SDG principles into classroom instruction, community engagement projects, and school-wide sustainability initiatives. Strengthening these areas will help teachers embed sustainable practices in their daily teaching and decision-making processes.

Secondly, given the high level of shared vision management among teachers, attention should be directed toward sustaining and enhancing practices related to responsibility, lifelong learning, sense of well-being, self-esteem, and enthusiasm. School administrators may implement programs that foster collaboration, mentorship, and collective goal-setting among staff, ensuring that the shared vision of learning is consistently communicated, valued, and implemented across the school.

Thirdly, in light of the significant relationship between sustainable development goals and shared vision management, school leaders may develop strategic frameworks that directly link SDG engagement to shared vision initiatives. This could involve workshops or collaborative projects where teachers apply SDG principles to school planning, community outreach, and curriculum design, thereby strengthening both sustainability awareness and collective goal alignment.

Fourthly, although economy emerged as the strongest determinant, the other SDG domains—social community, environment, viability, and equity—also require attention. Initiatives may focus on fostering inclusive practices, promoting environmental stewardship, enhancing long-term sustainability planning, and ensuring equitable access to resources and opportunities for all students. Strengthening these domains in parallel with economic considerations will cultivate a more cohesive, forward-looking, and values-driven school culture.

Lastly, future researchers are encouraged to explore additional factors influencing both SDG implementation and shared vision management, such as teacher leadership, stakeholder engagement, technology integration, and policy support. Employing qualitative or mixed-method research designs may provide deeper insights into how sustainable development practices interact with organizational vision to optimize teaching effectiveness and student outcomes.

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