

Teachers' Motivation and Engagement in Promoting Sustainable Development Goals (SDGs) In Public Secondary Schools in Bolinao, Pangasinan: Basis for an SDG Integration Training Program for Teachers

Relyn P. Medel¹, Jocelyn S. de Vera²

<https://orcid.org/0009-0008-6746-9088>

<https://orcid.org/0000-000202968-275X>

DepEd-Ilog-Malino National High School¹, Pangasinan State University-OUS²

pascuarelyn@gmail.com¹

jsdevera@psu.edu.ph²

ABSTRACT

This study assessed the levels of teachers' motivation and engagement in promoting the Sustainable Development Goals (SDGs) in public secondary schools in Bolinao, Pangasinan, in 2026. Specifically, it described the respondents' profile, assessed their motivation and engagement in promoting the SDGs, examined the significant relationship between motivation and engagement, determined the relationship between these variables and selected profile characteristics, and developed a proposed SDG Integration Training Program for Teachers. The study employed a quantitative descriptive-correlational research design using a structured questionnaire administered to public secondary school teachers selected through stratified random sampling from seven schools in the municipality. Frequency and percentage distributions, weighted mean, Pearson product-moment correlation, t-test, and one-way analysis of variance were used to analyze the data. The findings revealed that the respondents were predominantly female, married, and master's degree holders, with most belonging to the age group of 30 to 39 years. Teachers demonstrated a high level of motivation and engagement in promoting the SDGs. Recognition and incentives emerged as the strongest motivational factor, while policy and advocacy registered as the highest engagement dimension. A strong and statistically significant positive relationship was found between teachers' motivation and engagement. The study concluded that highly motivated teachers were more actively engaged in integrating and promoting SDGs through classroom instruction, school programs, and community initiatives. It is recommended that school administrators and the Department of Education strengthen professional development opportunities, provide recognition and incentives, and implement the proposed SDG Integration Training Program to further enhance teachers' competence, confidence, and commitment in advancing sustainable development through education.

Keywords: - Sustainable Development Goals, Engagement, Motivation, Integration

INTRODUCTION

Sustainable Development Goals (SDGs) is a global map aimed at mitigating global problems such as poverty, inequality, environmental degradation, and access to quality

education. The United Nations adopted the 17 SDGs in 2015 as a shared vision towards peace and prosperity for people and the planet by 2030. Of the 17 SDGs, SDG 4, Quality Education, identifies the pivotal role of education as a means towards sustainable development. It underscores the necessity of ensuring inclusive, equitable quality education and promoting lifelong learning opportunities for all. At its core lies the position of teachers as agents for change. Teachers do not just impart knowledge but also shape student values, conduct, and attitudes, and therefore are critical agents for bringing sustainability into academic and extracurricular spaces.

To this end, integrating the SDGs into schools requires more than policy guidance – it demands the proactive involvement and commitment of well-versed, motivated, and competent educators who can translate global goals into local classroom action. Teachers play their part in sustainability education by integrating SDG topics into the curriculum, introducing community-based projects, and fostering a culture of environmental consciousness and social responsibility. Yet the extent to which teachers can and will facilitate these objectives varies greatly depending on institutional support, individual commitment, access to pedagogical resources, and professional development opportunities. An understanding of these dynamics is essential in making the vision of the SDGs a reality at the grassroots level of education.

In public secondary schools in Bolinao, Pangasinan, teachers play a particularly significant role in instilling sustainability consciousness among students. Schools are not only institutions for academic learning but also sites for social change and civic participation. Through classroom instruction, school-based programs, and extracurricular activities, teachers can impart the values, knowledge, and skills students need to become effective champions of sustainable development. Nevertheless, inefficiencies such as insufficient training, limited access to instructional resources, time constraints, and bureaucratic burdens often prevent them from effectively integrating SDG principles into their teaching strategies.

In addition, whereas some teachers exhibit high motivation and initiative in undertaking sustainability projects, others might lack confidence or capability because they are not aware or institutionally supported. Age, teaching experience, level of education, and exposure to professional development might also affect the level of their involvement. Institutional elements, including school leadership endorsement and cooperation with external partners, also play a critical role in the sustainability of teacher-initiated projects. Therefore, it is important to analyze teachers' motivation and level of engagement to identify gaps and develop solutions that enhance their work.

At the national level, the Philippines has made significant efforts to localize the SDGs through education policies and collaborations. The incorporation of Education for Sustainable Development (ESD) has been supported through the creation of Regional Centers of Expertise (RCEs) on ESD, endorsed by the United Nations University. These RCEs in Bohol, Cebu, Ilocos, and Northern Mindanao advance sustainability education through research, teacher training, and community-based projects. These centers showcase the nation's seriousness about aligning local educational programs with global sustainability goals.

Also, legislation like Republic Act 9512, or the Environmental Awareness and Education Act of 2008, requires the integration of environmental education at all levels of formal education. The law emphasizes the central role of teachers in instilling environmental literacy and civic

responsibility among students. Through this law, teachers are motivated to construct learning environments that support sustainable lifestyles, environmental protection, and social justice. Despite this, the integration of the SDGs into the education system remains incomplete, especially in rural and resource-poor environments.

Over the past few years, the world of education has changed significantly, particularly due to the COVID-19 pandemic. The transition from physical classes to online learning, increased competition from digital platforms, and the need for greater resilience in the education system highlighted the need for innovation and flexibility in the teaching process. These changes have also presented new opportunities and challenges for integrating the Sustainable Development Goals (SDGs) into learning. Whereas technology has enabled access to global information and virtual teamwork, it has also created digital divides, particularly in rural communities such as Bolinao, where internet access and device availability can be limited. Such differences affect students and teachers alike, further complicating efforts to advance sustainability education.

Additionally, educational trends worldwide today focus on 21st-century learning skills such as critical thinking, collaboration, digital literacy, and global citizenship, all aligned with the competencies promoted under SDG 4. Teachers are no longer required merely to impart standard subjects, but also to help students be capable of addressing sophisticated global challenges ranging from climate change to social injustice. Such a shifting role requires ongoing teacher education and exposure to new pedagogical practices. Unfortunately, too many public-school teachers have limited access to professional growth opportunities, particularly in areas focused on sustainability and global education.

Yet another emerging factor is the contribution of community engagement and intersectoral partnerships to education for sustainable development. Schools don't exist in isolation; they can integrate with local government units (LGUs), non-governmental organizations (NGOs), parent-teacher associations (PTAs), and community leaders to a significant extent, thereby boosting the coverage and effectiveness of school-based SDG initiatives.

Given the complex nature of these opportunities and challenges, there is a clear need for a systematic, context-oriented strategy for teacher capacity development. Though policies and guidelines are in place at the national level, including the DepEd's SDG-aligned Basic Education Development Plan (BEDP) 2030, their effectiveness ultimately hinges on how well they are implemented at the school level. Teachers require not just information, but also field-based tools, mentorship, and appreciation of their work on sustainability. A lack of proper support systems may mean that the mainstreaming of the SDGs becomes either superficial or incongruent.

There are key challenges that remain, such as inadequate teacher training in sustainable development, insufficient teaching materials, and a lack of formal frameworks to evaluate the sustainability of school-initiated programs. Policy support exists, but what is needed more urgently is closure of the policy-practice gap. Making training programs, curriculum guides, and support systems accessible to teachers is crucial for equipping them to effectively drive SDG initiatives.

Thus, this study aims to evaluate the current state of teacher motivation and engagement in advancing the SDGs in public secondary schools in Bolinao, Pangasinan. By identifying the SDGs most actively implemented, understanding educators' challenges, and assessing the results of their efforts, this study aims to provide actionable recommendations.

Statement of the Problem

This research aims to measure teachers' motivation and engagement in teaching the SDGs in Bolinao public secondary schools. It further seeks to identify factors that affect their contribution and to use these findings to develop an intensive training program to maximize SDG integration in instruction and school activities.

1. What is the profile of teachers in terms of:
 - a. age;
 - b. gender;
 - c. marital status;
 - d. highest educational attainment;
 - e. number of years in the service;
 - f. rank;
 - g. number of subjects handled;
 - h. number of seminars or training attended related to SDGs; and
 - i. average family monthly income?
2. What is the level of teachers' motivation in promoting SDGs in public secondary schools in terms of:
 - a. Personal commitment to sustainability values;
 - b. Integration of SDG-related content in teaching practices;
 - c. Participation in school-initiated SDG programs and activities;
 - d. Support received from school leadership and community for SDG initiatives;
 - e. Access to training and professional development on SDG implementation; and
 - f. Recognition and incentives for SDG-related efforts?
3. What is the level of teachers' engagement in promoting SDGs in public secondary schools in terms of:
 - a. instructional integration;
 - b. school-wide initiatives;
 - c. community involvement;

- d. professional development participation; and
 - e. and policy advocacy?
4. Is there a significant relationship between the level of teachers' motivation and teachers' engagement in promoting SDGs in public secondary schools?
 5. Is there a significant relationship between the level of teachers' motivation in promoting SDGs in public secondary schools and their profile variables?
 6. Is there a significant relationship between level of teachers' engagement in promoting SDGs in public secondary schools and their profile variables
 7. What SDG Integration Training Program for Teachers may be proposed based on the results of the study?

Scope and Delimitations

Public secondary schools within the municipality of Bolinao, Pangasinan, a coastal and rural province in Region I of the Philippines, are the limited scope of this study. These schools were chosen based on their geographic and socio-economic locations, which tend to pose specific challenges for educational resource planning, teacher professional development, and sustainability programs. The target of the study is teachers as the main respondents, with junior and senior high school teachers currently working in public secondary schools in the area as the specific respondents. Students, school administrators, and private school personnel are excluded from the study because the focus is on obtaining in-depth knowledge of how teachers are motivated and engaged in promoting the Sustainable Development Goals (SDGs), especially SDG 4 (Quality Education).

This demarcation was made to ensure consistency and relevance in data collection, since teachers are at the center of implementing classroom- and school-level sustainability practices. In addition, teachers have direct control over how SDGs are translated into learning achievement, teaching approaches, and community involvement. The research is framed to determine which SDGs are explicitly championed, the challenges faced by teachers, and the effectiveness of school-based sustainability practices from teachers' perspectives. It does not involve a detailed evaluation of learners' learning achievements, policymaking at the national level, or its implementation outside the school context. Data are also to be obtained using self-reported surveys, which, while being sensitive to personal perceptions and hence prone to biases, are useful in the context of acquiring knowledge on teacher-level experiences and attitudes towards sustainability.

Review of Related Literatures

This section presents related literature and studies relevant to the present investigation on teachers' motivation and engagement in promoting Sustainable Development Goals (SDGs) in public secondary schools in Bolinao, Pangasinan. The reviewed literature provides concepts, ideas, and findings that support the variables included in the study, particularly teachers' motivation, teacher engagement, SDG integration, institutional support, professional development, and sustainability education. It also highlights the importance of SDG 4 or Quality

Education in strengthening teaching practices and promoting sustainable development within the school setting.

The related literature and studies serve as the foundation of the study by providing theoretical and empirical support for understanding how teachers promote SDGs through instructional activities, school programs, and community involvement. Furthermore, the review helps identify gaps, similarities, and relationships among previous studies that are relevant to the present research. The gathered information from local and international sources also supports the development of the proposed SDG integration training program for teachers in public secondary schools.

Teachers as Catalysts for Sustainable Development

Teachers play a vital role in integrating sustainability concepts into the curriculum and helping students develop the knowledge, skills, values, and attitudes needed to support the Sustainable Development Goals (SDGs) (UNESCO, 2021). Beyond delivering lessons, teachers model sustainable practices and encourage critical thinking among learners. However, many teachers lack confidence in teaching sustainability topics. UNESCO (2021) reported that although most teachers recognize the importance of sustainability education, fewer than half feel adequately prepared to teach it. This highlights the need for continuous professional development and institutional support.

Motivational Factors Influencing Teacher Engagement

Teachers' engagement in promoting SDGs is influenced by both intrinsic and extrinsic motivation. Intrinsic motivation comes from personal values, commitment, and the belief that sustainability education can create positive change. Teachers who value sustainability are more likely to integrate SDG concepts into their lessons. Extrinsic motivation includes institutional support, recognition, incentives, and access to professional development opportunities. Schools that provide these supports tend to have higher levels of teacher participation in sustainability-related activities (UNESCO, 2021).

Challenges in Integrating SDGs into Education

Despite growing recognition of sustainability education, teachers face several challenges in implementing SDGs. These include limited training, insufficient teaching resources, and rigid curricula that restrict innovation (Hamwy et al., 2023). Cultural values and societal norms may also influence how sustainability issues are discussed in schools (Zheng et al., 2021). Furthermore, administrative burdens and limited institutional support often reduce teachers' ability to effectively integrate sustainability concepts into classroom instruction (Agirreazkuenaga, 2019).

Effective Strategies and Best Practices

Successful SDG integration requires continuous teacher training, curriculum enhancement, and community involvement. Professional development programs help teachers gain the knowledge and skills necessary for sustainability education. Integrating SDG concepts across subjects promotes a holistic understanding of sustainability issues among learners. Collaboration with local communities and stakeholders also provides meaningful learning experiences that connect global goals with local realities (UNESCO, 2022).

Case Studies and Regional Perspectives

In the Philippines, several educational institutions have incorporated sustainability concepts into teaching and learning activities. Studies in the Cordillera Administrative Region highlighted efforts to integrate SDGs into science education and increase student awareness of sustainability issues (ResearchGate, 2023). Similarly, Duran and Mariñas (2024) emphasized the importance of institutional support, teacher engagement, and professional development in strengthening sustainability initiatives within Philippine schools.

Enlarging Teachers' Roles in SDG Integration

Teachers contribute to sustainability education not only through instruction but also by fostering responsible citizenship and environmental awareness. They help students connect global challenges with local realities through active learning and meaningful discussions. International initiatives, such as the OECD's assessment of environmental competence, further emphasize the need for teachers to guide learners in addressing complex sustainability challenges and making informed decisions.

Professional Development and Teacher Training

Professional development is essential for effective sustainability education. Research indicates that many teachers have limited training in Education for Sustainable Development (ESD) and Global Citizenship Education (GCED), affecting their confidence and instructional effectiveness. Training programs that focus on sustainability concepts, interdisciplinary teaching, and innovative pedagogical approaches help strengthen teachers' capacity to integrate SDGs into classroom instruction.

Pre-Service Teacher Education

Teacher preparation programs play a significant role in developing future educators' understanding of sustainability. However, studies have found that many pre-service teachers possess limited knowledge of the SDGs and lack confidence in applying sustainability concepts in teaching. Strengthening sustainability content in teacher education programs can improve future teachers' knowledge, attitudes, and commitment to sustainable practices.

Sustainability Education and Student Development

Sustainability education promotes students' critical thinking, problem-solving skills, and social responsibility. Through classroom activities and community-based projects, learners become more aware of environmental, social, and economic issues affecting society (UNESCO, 2022). These experiences encourage active participation in sustainability initiatives and help develop responsible and informed citizens.

SDG 4 and Quality Education

SDG 4 aims to ensure inclusive, equitable, and quality education for all. Quality education supports not only academic achievement but also the development of values, critical thinking, and lifelong learning (UNESCO, 2023). Teachers contribute to achieving SDG 4 by implementing learner-centered approaches, promoting inclusion, and integrating sustainability concepts into classroom instruction.

Theoretical Framework

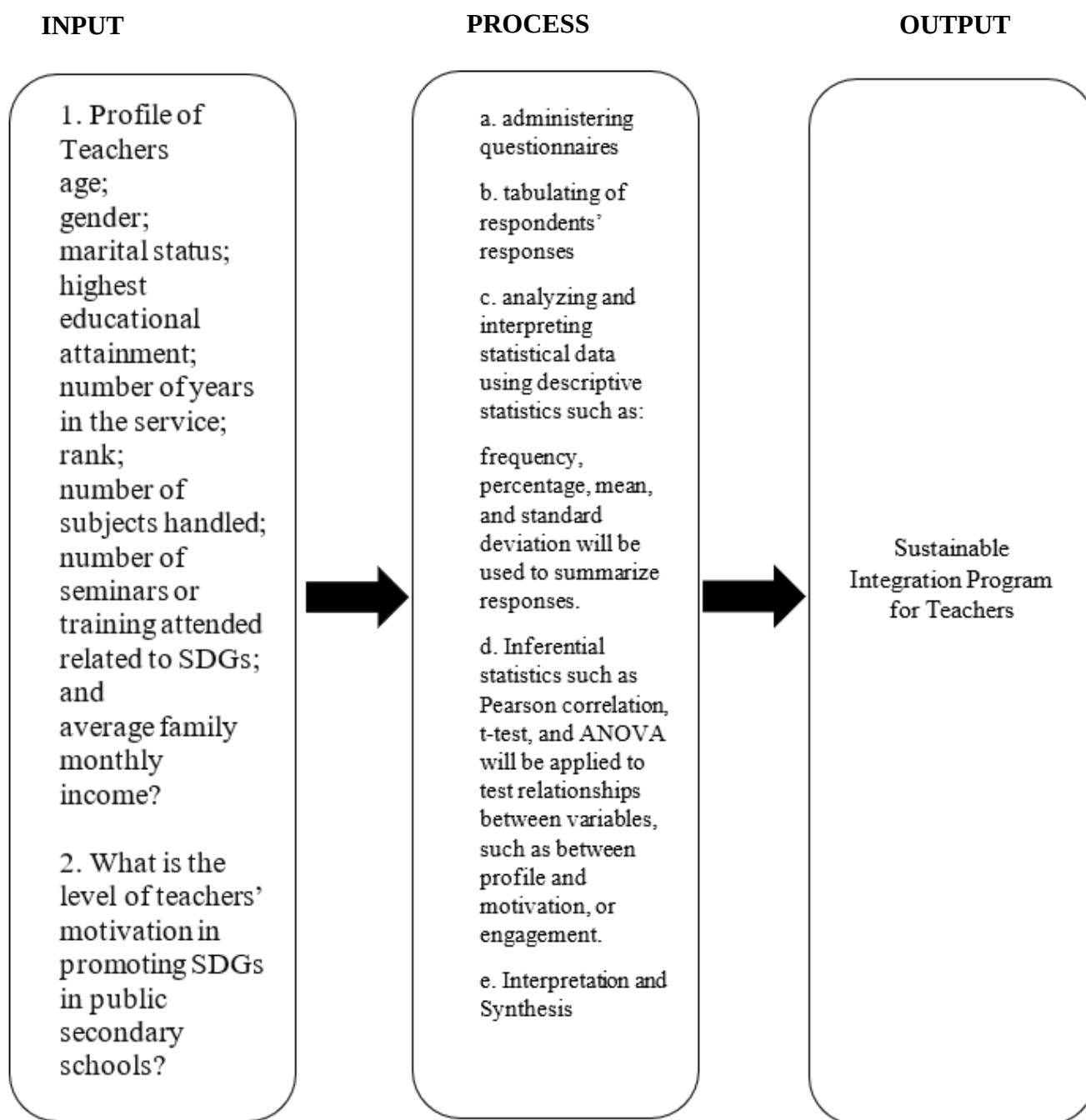
Self-Determination Theory (SDT) – Deci & Ryan (1985, elaborated 2000s) - Self-Determination Theory described human motivation in intrinsic and extrinsic motivation. Intrinsic motivation meant doing something because it was interesting or enjoyable per se, whereas extrinsic motivation meant doing something because it brought about a separable consequence.

In SDG promotion, teachers with intrinsic motivation incorporated sustainability due to personal beliefs, values, and satisfaction, whereas extrinsically motivated teachers could be driven by institutional encouragement, recognition, or professional development. These two dimensions were crucial in determining the factors that affect teachers' motivation.

Transformational Leadership Theory – Burns (1978); Bass (1985)- *This theory focuses on leaders' responsibility to inspire and encourage* people to work towards mutual goals. School administrators and education leaders could become transformational figures who promote a vision of sustainable development, provide support, and establish an enabling environment for incorporating the SDGs into schools. Transformational leadership clarified administrative support and leadership on teacher commitment and sustainability-related actions in schools.

Theory of Planned Behavior (Ajzen, 1991) - This theory states that behavior is motivated by behavioral intentions, which are a product of three variables: attitude towards the behavior, subjective norms, and perceived behavioral control. Teachers' intention and actual engagement in SDG-related activities were determined by their individual attitudes toward sustainability, expectations from society (norms), and their perceived ability and control to undertake such initiatives in this research. This was a theory underlying teacher involvement in fostering SDGs through attitudes, perceptions, and self-confidence.

Conceptual Framework



METHODOLOGY

This chapter presented the research methodology employed in the study, outlining the procedures and strategies used to gather, analyze, and interpret data on teachers' motivation and engagement in promoting the Sustainable Development Goals (SDGs) in public secondary schools in Bolinao, Pangasinan. It detailed the research design, study participants, sampling method, research instrument, data-gathering procedures, and statistical treatment of data. The chosen methodology aimed to ensure the reliability, validity, and relevance of the findings, which served as the basis for developing a proposed SDG integration training program for teachers.

Research Design

This study employed a quantitative descriptive research design to assess teachers' engagement and motivation in promoting Sustainable Development Goals (SDGs) in public secondary schools in Bolinao, Pangasinan. The descriptive approach was used to determine the extent of teachers' participation in SDG-related activities, the factors influencing their motivation, the challenges they encounter, and the effectiveness of school-based programs in promoting SDGs, particularly SDG 4 (Quality Education).

Research Steps

The study began with the development of a structured survey questionnaire aligned with the research objectives and variables. To ensure the instrument's validity and appropriateness, the questionnaire was submitted to five experts in education and research for evaluation. Their comments and recommendations regarding clarity, relevance, organization, and suitability of the items were carefully reviewed and incorporated into the final version of the questionnaire.

After the validation process, formal letters requesting permission to conduct the study were sent to the principals and school heads of the seven public secondary schools in Bolinao, Pangasinan. Upon approval, the researcher coordinated with the school administrators to distribute the survey questionnaire via Google Forms. The collected responses were then organized, tabulated, analyzed, and interpreted using appropriate statistical tools.

Data Collection and Sample Selection

The study's respondents were selected through stratified random sampling to ensure that teachers from different public secondary schools in Bolinao, Pangasinan, were fairly represented. The strata were based on school size, geographic location, and teacher involvement in SDG-related activities. Slovin's Formula was utilized in determining the appropriate sample size from the total population of 191 public secondary school teachers, resulting in 134 respondents.

Data collection was conducted via an online survey using Google Forms. The survey link was distributed to the teacher-respondents through their respective school heads and administrators. The respondents were given sufficient time to complete the questionnaire, and all data collected were handled confidentially and used solely for academic purposes.

Data Analysis Methods

The data gathered from the respondents were organized, tabulated, analyzed, and interpreted using appropriate statistical tools. Frequency counts and percentage distributions were used to describe the demographic profile of the respondents, while the weighted mean and standard deviation were used to determine the level of teachers' motivation and engagement in promoting the Sustainable Development Goals (SDGs).

Inferential statistical tools such as Pearson Product-Moment Correlation, t-test, and Analysis of Variance (ANOVA) were employed to determine significant relationships and differences among variables, where applicable. These statistical treatments enabled the researcher to determine whether the respondents' profile variables had significant relationships with their level of motivation and engagement in promoting SDGs.

Research Hypotheses and Validation

The researcher actively participated in all phases of the study, including the preparation of the research instrument, coordination with school administrators, distribution of survey questionnaires, retrieval of responses, and organization of the gathered data. The researcher also ensured that the data collection procedures were properly implemented and that all respondents were adequately informed about the study's purpose and nature.

To ensure the instrument's validity, the questionnaire underwent content validation by five experts in education and research. Their comments, suggestions, and recommendations were incorporated into the revision of the questionnaire. In addition, reliability testing was conducted through pilot testing with selected teachers who were not included as actual respondents, and Cronbach's Alpha was used to assess the instrument's reliability and internal consistency. The study tested the following null hypotheses at a 0.05 level of significance:

1. There is no significant relationship between the level of teachers' motivation and teachers' engagement in promoting Sustainable Development Goals (SDGs) in public secondary schools.
2. There is no significant relationship between teachers' profile variables (age, gender, marital status, highest educational attainment, number of years in service, position, number of seminars and trainings attended, specialization, and average family monthly income) and their level of motivation in promoting SDGs.
3. There is no significant relationship between teachers' profile variables (age, gender, marital status, highest educational attainment, number of years in service, position, number of seminars and trainings attended, specialization, and average family monthly income) and their level of engagement in promoting SDGs.

Study Limitations and Ethical Considerations

The study was delimited to public secondary school teachers in Bolinao, Pangasinan and did not include private school teachers or other educational stakeholders such as students,

parents, and administrators. The research concentrated only on the variables identified in the study, specifically the respondents' profile, level of motivation, and level of engagement in promoting SDGs. Other possible variables that may influence teachers' participation in sustainability initiatives were beyond the scope of the research.

Moreover, the study used a quantitative approach via a structured survey questionnaire, which limited responses to the items included in the instrument. The findings relied on the honesty and accuracy of the respondents' answers during data collection. Despite these delimitations, the study still provided valuable and reliable information regarding teachers' involvement in promoting Sustainable Development Goals in public secondary schools.

The researcher strictly adhered to ethical standards throughout the study to ensure the protection, safety, and rights of all participants. Prior to administering the survey questionnaire, formal permission was obtained from the principals and school heads of the participating public secondary schools in Bolinao, Pangasinan. The respondents were properly informed about the study's purpose and objectives, as well as the nature of their participation. Participation in the study was entirely voluntary, and respondents were free to decline to participate or withdraw at any time without penalty or consequence.

The researcher also ensured the confidentiality and privacy of all information gathered from the respondents. No names or personal identifiers were disclosed in the presentation, analysis, and interpretation of the data. The responses collected through Google Forms were used strictly for academic and research purposes only and were handled with utmost honesty, transparency, and objectivity. Informed consent was obtained from all participants before the study was conducted to ensure that ethical principles were properly observed throughout the research process.

RESULTS AND DISCUSSION

SOP 1. What is the profile of teachers in terms of age, gender, marital status, highest educational attainment, number of years in service, rank, number of subjects handled, number of seminars or training attended related to SDGs, and average family monthly income?

The findings revealed that the majority of the respondents were 30–39 years old, female, and married. Most of the teacher-respondents were master's degree holders and had served for 1 to 10 years in the teaching profession. In terms of professional rank, a large proportion of respondents held Teacher I–III positions, indicating that most were still in the early to middle stages of their teaching careers. The respondents also handled different subject areas, with many specializing in Languages. In addition, most teachers had attended one to four seminars and trainings related to Sustainable Development Goals (SDGs), suggesting moderate exposure to sustainability education and SDG implementation.

The findings further revealed that the majority of respondents had an average monthly family income of ₱30,000 to ₱34,999. This indicates that the respondents generally belonged to the middle-income group. The profile of the respondents suggests that the teaching workforce in public secondary schools in Bolinao, Pangasinan, comprises relatively young, professionally

developing educators who are increasingly exposed to sustainability-related initiatives. Their educational qualifications, teaching experience, and participation in training may contribute to their understanding and implementation of SDG-related activities within the school setting.

SOP 2. What is the level of teachers' motivation in promoting SDGs in public secondary schools in terms of personal commitment to sustainability values, integration of SDG-related content in teaching practice, participation in school-initiated SDG programs and activities, support received from school leadership and community for SDG initiatives, access to training and professional development in SDG implementation, and recognition and incentives for SDG-related efforts?

The study revealed that teachers demonstrated a high level of motivation to promote the Sustainable Development Goals (SDGs) in public secondary schools. Among the indicators, integration of SDG-related content in teaching practice obtained a weighted mean of 4.17, interpreted as Agree. This indicates that teachers recognized the importance of integrating sustainability concepts into their classroom instruction and learning activities. Participation in school-initiated SDG programs and activities also yielded a high weighted mean of 4.11, suggesting that teachers actively participated in sustainability-related programs implemented within their schools.

Support received from school leadership and the community likewise had a weighted mean of 4.17, interpreted as Agree, indicating that institutional and community support significantly influenced teachers' motivation to implement SDG-related activities. Access to training and professional development in SDG implementation garnered a weighted mean of 4.13, while recognition and incentives for SDG-related efforts obtained the highest weighted mean of 4.18. This implies that recognition, rewards, and institutional appreciation served as strong motivating factors among teachers. However, personal commitment to sustainability values received a weighted mean of 3.35, interpreted as Neutral, suggesting that while teachers were externally motivated, there remains a need to strengthen their intrinsic commitment and personal advocacy toward sustainability education.

SOP 3. What is the level of teachers' engagement in promoting SDGs in public secondary schools in terms of instructional integration, school-wide initiatives, community involvement, professional development, and participation in policy advocacy?

The findings showed that teachers exhibited a high level of engagement in promoting Sustainable Development Goals (SDGs) in public secondary schools. Instructional integration obtained a weighted mean of 4.13, interpreted as Agree, indicating that teachers actively incorporated SDG concepts and sustainability-related topics into their teaching practices and classroom discussions. Similarly, school-wide initiatives garnered a weighted mean of 4.09, suggesting that teachers actively participated in school programs and activities that promoted environmental awareness, sustainability, and community involvement.

Community involvement and professional development both showed positive engagement, with weighted means of 4.13 and 4.11, respectively. These findings suggest that teachers extended their SDG-related efforts beyond the classroom through community participation and continuous professional learning. Participation in policy advocacy obtained the highest weighted mean of 4.16, interpreted as Agree, indicating that teachers were highly

engaged in supporting and promoting school policies and advocacies related to sustainability and SDG implementation. Overall, the findings imply that teachers were actively involved in integrating SDGs into instruction, school programs, and advocacy initiatives.

SOP 4. Is there a significant relationship between the level of teachers' motivation and teachers' engagement in promoting SDGs in public secondary schools?

The study found a strong and statistically significant positive relationship between teachers' motivation and teachers' engagement in promoting Sustainable Development Goals (SDGs). This means that teachers who possessed higher levels of motivation were more likely to become actively involved in SDG-related instructional practices, school activities, community participation, and advocacy programs. The findings suggest that motivation is a major driver of teachers' willingness and commitment to engage in sustainability-related initiatives.

The significant relationship between motivation and engagement implies that when teachers receive adequate institutional support, professional development opportunities, recognition, and encouragement, their participation in SDG implementation also increases. This further emphasizes the importance of creating supportive learning environments that foster both intrinsic and extrinsic motivation among teachers. The findings support the idea that motivated teachers are more likely to contribute effectively to sustainability education and to promoting the SDGs within the school community.

SOP 5. Is there a significant relationship between the level of teachers' motivation in promoting SDGs in public secondary schools and their profile variables?

The study examined whether significant relationships existed between teachers' motivation levels and profile variables such as age, sex, civil status, educational attainment, years in service, position, seminars attended, and family monthly income. The findings suggest that certain profile variables may influence the extent of teachers' motivation to promote the Sustainable Development Goals (SDGs). Teachers who had attended more SDG-related seminars and trainings tended to demonstrate higher levels of motivation, indicating that exposure to sustainability education positively affects teachers' commitment and enthusiasm toward SDG implementation.

Furthermore, educational attainment and years of teaching experience may also contribute to differences in teachers' motivation levels. Teachers with higher educational qualifications and broader professional experiences are more likely to appreciate the relevance of sustainability education and actively support SDG-related initiatives. These findings imply that professional development opportunities and continuous training programs are essential in strengthening teachers' motivation to promote SDGs in public secondary schools.

SUMMARY

This study examined how teachers in public secondary schools in Bolinao, Pangasinan were motivated and engaged in promoting Sustainable Development Goals (SDGs), and how these were related to their personal background characteristics. A total of 134 teacher-respondents participated in the study through a validated survey questionnaire, and the data gathered were analyzed using appropriate statistical tools.

The findings revealed that most of the respondents were aged 30–39 years old, female, and married. The majority held master's degrees, had one to ten years of teaching experience, and were generally positioned as Teacher I–III. Most of them specialized in Languages and had attended 1 to 4 SDG-related training sessions and seminars. In terms of income, most respondents reported a monthly family income of ₱30,000 to ₱34,999, indicating that they largely belonged to the middle-income group.

In terms of motivation, teachers demonstrated a generally high level of commitment to promoting the SDGs. While their personal dedication to sustainability was only neutral, they showed strong agreement in areas such as integrating SDG-related content in teaching (4.17), participation in school-initiated SDG activities (4.11), support from school leadership and community (4.17), access to training (4.13), and recognition and incentives (4.18), which emerged as the strongest motivating factor. Overall, this suggests that external support systems such as recognition and institutional incentives played a major role in strengthening teachers' motivation.

Regarding engagement, teachers also demonstrated a high level of involvement in promoting SDGs. They were actively engaged in instructional integration (4.13), school-wide initiatives (4.09), community involvement (4.13), continuous professional development (4.11), and policy advocacy (4.16), with policy advocacy emerging as the highest area of engagement. These results indicate that teachers were actively integrating SDGs not only in classroom instruction but also in school activities, community participation, and advocacy work.

The study found a strong and statistically significant positive relationship between teachers' motivation and their engagement in promoting SDGs, indicating that more motivated teachers tend to be more actively engaged in sustainability-related activities. In addition, selected profile variables such as educational attainment, training exposure, professional experience, rank, and years of service were found to be significantly related to both motivation and engagement. Based on these findings, an SDG Integration Training Program for Teachers was developed to enhance teachers' knowledge, pedagogical skills, confidence, and commitment in integrating SDGs into teaching, school programs, and community initiatives.

CONCLUSIONS

Based on the study's findings, several conclusions were drawn regarding teachers' motivation and engagement in promoting the Sustainable Development Goals (SDGs) in public secondary schools in Bolinao, Pangasinan.

First, the respondents possessed adequate educational qualifications, teaching experience, and training exposure, which positioned them to meaningfully contribute to promoting the SDGs in their schools. This indicates that the teachers had a sufficient professional background to support sustainability-related initiatives in the educational setting.

Second, teachers demonstrated a favorable level of motivation in promoting SDGs. This suggests that institutional support, access to training opportunities, and recognition from the school and community played an important role in strengthening their willingness to integrate sustainability concepts into their daily teaching practices.

Third, the teachers were highly engaged in advancing the SDGs through various activities, including classroom instruction, school-based programs, community involvement, continuous professional learning, and policy advocacy. These forms of engagement were interconnected, showing that teachers' participation in sustainability efforts extended beyond the classroom.

Fourth, the study established that teachers' motivation significantly influenced their engagement in promoting SDGs. This means that higher levels of motivation were associated with stronger and more active involvement in sustainability-related activities.

Fifth, certain profile characteristics of the teachers helped explain variations in their motivation levels. In particular, professional preparation and exposure to SDG-related training contributed to stronger commitment toward sustainability education.

Sixth, selected profile variables also influenced teachers' engagement in promoting SDGs. Professional experience and participation in relevant training were key factors that supported more active involvement in SDG-related initiatives.

Finally, the proposed SDG Integration Training Program for Teachers was considered an appropriate intervention. It is expected to further strengthen teachers' competence, confidence, and commitment in integrating Sustainable Development Goals into instruction, school programs, and community-based activities.

RECOMMENDATIONS

Based on the study's findings and conclusions, several recommendations were formulated to further enhance teachers' motivation and engagement in promoting the Sustainable Development Goals (SDGs) in public secondary schools in Bolinao, Pangasinan.

First, school administrators are encouraged to continue providing strong and consistent institutional support by creating an enabling environment that promotes sustainability education. They may further strengthen SDG integration by recognizing teachers' efforts, allocating sufficient resources for sustainability programs, and fostering a school culture that values environmental, social, and economic responsibility. These efforts can help sustain and deepen the integration of SDGs into both school operations and instructional practices.

Second, teachers are encouraged to strengthen their personal commitment to sustainability through continuous independent learning. This may include reading updated resources, attending online courses, and exploring innovative teaching strategies related to SDGs. Teachers may also intentionally integrate sustainability concepts into their lesson planning and classroom discussions to develop students' awareness and critical understanding of global issues, while also serving as role models of sustainability values.

Third, schools may expand the implementation of classroom-based activities, extracurricular programs, and community outreach initiatives that promote active participation in SDG-related efforts. These may include environmental campaigns, school-based sustainability projects, and partnerships with the community. Such initiatives can enhance

experiential learning and strengthen the involvement of both teachers and learners in real-life sustainability practices.

Fourth, the Department of Education and school leaders may implement strategies to sustain teachers' motivation through recognition systems, mentoring programs, and collaborative professional learning opportunities. Activities such as awards for outstanding SDG practices, peer mentoring, and regular sharing of best practices may help maintain teachers' enthusiasm and long-term commitment to sustainability education.

Fifth, professional development programs may be designed in consideration of teachers' educational background, teaching experience, and prior exposure to sustainability training. Tailored training programs can ensure that both novice and experienced teachers receive appropriate support, making professional development more relevant, inclusive, and effective in strengthening SDG integration in teaching practices.

Sixth, school leaders may provide more opportunities for teachers to take on leadership roles, engage in advocacy work, and participate in community-based sustainability initiatives. These opportunities can enhance teachers' involvement in decision-making, project implementation, and stakeholder collaboration, while also developing their leadership skills and reinforcing their commitment to sustainability education.

Finally, the proposed SDG Integration Training Program for Teachers is recommended for adoption and institutionalization as part of continuous professional development initiatives. This program may serve as a structured framework to guide teachers in effectively integrating the SDGs into instruction, school policies, and community engagement. Sustained implementation of this program may further enhance teachers' motivation, engagement, and overall effectiveness in promoting sustainability education.

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