

## CHAPTER V

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 Conclusion

In this time of environmental challenges, sustainable lifestyle in schools should be carried out. Though various factors both structural and individual impact the chances of adopting ‘sustainability’ in schools and universities. However, the quality of student learning is also influenced with the pedagogy of teachers.

This research highlighted characteristics of professional teachers who are into sustainable lifestyle. The study identified at least three distinct characteristics of teachers who are into sustainable lifestyle. Highlighted qualities are: *educated women with undergraduate exposures and a strong sense of accepted responsibility*. Most of these practitioners are well-off individuals who are from private academic institutions.

Understanding teachers’ context is necessary because teachers are key elements to the vital change in our educational system. Accepting, listening, and integrating teacher’s beliefs and practices provide opportunities for real change to commence. This research is a welcome contribution into relating and converting teachers’ beliefs to practical pedagogies in our school system. Also, upon looking deeply into the pedagogical process of our respondents, three features are manifested. These are learning processes which are *experiential, transformative, and life-long*.

Likewise, this research which aimed to identify pedagogical imperatives from teacher in Urban Manila who are practitioners of sustainable lifestyle has formulated the *Pedagogical Imperatives on Sustainable Lifestyle (PISL)*. The study utilized the biographical and experiential narratives of practitioners who are also professional teachers. From these narratives, themes relating to their practice of sustainable lifestyle were derived using a qualitative method. Likewise, a simple

survey on key behaviors was done to provide an idea to their actual environmental habits. Each imperative serves as an essential indicator in the practice of sustainable lifestyle in schools. The research utilized research methods appropriate to reach its goals of identifying the pedagogical imperatives for sustainable lifestyle from teachings who are living it. Data collection utilized gather situations and insights from respondent-teachers. In the process, a set of statements were drawn from these data and the Pedagogical Imperatives for Sustainable Lifestyle (PISL) was formulated.

These principles are the results of through analysis of pedagogical beliefs and sustainable ways of practicing teachers. The five statements are:

1. The school should understand the ‘tangible’ and ‘intangible’ requirements of sustainable lifestyle/ sustainability.
2. The school administration should have a clear resolve to create programs and policies on sustainability/sustainable lifestyle.
3. The school should have the necessary facilities to implement sustainable lifestyle programs and policies.
4. The school should implement ‘fully’ these sustainability/sustainable lifestyle programs and policies.
5. The school teacher, as a model, should be a practitioner of sustainability/ sustainable lifestyle.

In a nutshell, PISL includes items relating to the *drivers of sustainable lifestyle, strong moral imperative on sustainable lifestyle, enabling environment of sustainable lifestyle, implementation of sustainable lifestyle actions and sustainable lifestyle agents, movers, and practitioners.*

*Table 5.1 Elaboration of the Pedagogical Imperatives of Sustainable Lifestyle (PISL)*

<i>Imperatives</i>	<i>Key Idea</i>	<i>Characteristics</i>
The school should understand the ‘tangible’ and ‘intangible’ requirements of sustainable lifestyle/ sustainability.	<i>Drivers of sustainable lifestyle</i>	The academic institution knows and understands the essentials of sustainability both in form and content.
The school administration should have a clear resolve to create programs and policies on sustainability/sustainable lifestyle.	<i>Strong moral imperative on sustainable lifestyle</i>	The administration of the academic institution firmly believes and implements programs relating to sustainability.
The school should have the necessary facilities to implement sustainable lifestyle programs and policies.	<i>Enabling environment of sustainable lifestyle</i>	The academic institution provides the facilities and programs necessary in the practice of sustainability.
The school should implement ‘fully’ these sustainability/sustainable lifestyle programs and policies	<i>Implementation of sustainable lifestyle actions</i>	The academic institution fully implements sustainable programs and mainstreams the practice of sustainability.
The school teacher, as a model, should be a practitioner of sustainability/ sustainable lifestyle	<i>Sustainable lifestyle agents, movers, and practitioners.</i>	The academic community influences learners and students and should be the first practitioner of sustainability.

## 5.2 Recommendations

The recommendation part is divided into three parts which is aimed to particular groups. The first group are decision-makers, who are in the position to actualize the possibility of implementing the PISL; the second group are school teachers and students, who are within the bounds of the school; and lastly for researchers, and eventual practitioners of sustainable lifestyle.

### 5.2.1 Decision-makers (Local Government or School Administration)

The PISL should not be considered as flawless because challenges might arise in the actualization of these imperatives. While the school should have a clear understanding of the ‘tangibles’ (infrastructure/facilities) and ‘intangibles’ (policies and practices) requirements of sustainable lifestyle/ sustainability, these drivers may not be in placed yet. As suggested by one of the respondents, that schools can create a five-year plan to transition to more sustainable practices. This is highlighted in the procurement of infrastructures like composting facility, MRF, renewable energy, etc. while implementing sustainable programs and policies.

At best, while the school administration should have a clear resolve to create programs and policies on sustainability/sustainable lifestyle, it should be noted that they should also demonstrate enthusiasm in hearing suggestions and concerns of the community. The school is also advised to be keen and open to recommendations from the entire school community.

Though it is an imperative that the school should have the necessary facilities to implement sustainable lifestyle programs and policies. However, due to expenses involved, it was advised by a respondent that partnership with a near-by community to maximize the utilization of existing facility could assist in the implementation of sustainable practices.

An imperative is that the school should implement ‘fully’ these sustainability/sustainable lifestyle programs and policies. Though it is impossible

to force all people at the same time to abide to the ethical standards of sustainability, at least all members of the community should be made to ‘committed’ in principle. Once it is achieved on the school level, the school can partner with external influences like barangay and parents in order to be more consistent with the student’s life view and practice. Another imperative is that the school teacher should be a practitioner of sustainability/ sustainable lifestyle. This imperative might be very ideal. However, as remarked by a respondent-practitioner, there should be ‘at least one person in power/influential person who is highly committed to sustainable lifestyle and at a “high” level of practice already. The other teachers should be committed yet the level of practice can be low or medium as long as every day is treated as a journey to progress.

In the national scene, the Department of Environment and Natural Resources (DENR), hosts the *National Search for Sustainable and Eco-Friendly Schools* which gives prizes to public and private schools nationwide in the elementary, secondary and tertiary level for outstanding environmental practices. The criteria set forth by the committee somehow articulates statements from PISL. Some of the criteria includes ‘clear articulation and integration of social, ethical, environmental, and climate change dimensions in the institution’s vision, mission, and governance’ and ‘environmental and climate change dimensions in school operations’ fall under the imperatives of PISL - *drivers of sustainable lifestyle, strong moral imperative on sustainable lifestyle, enabling environment of sustainable lifestyle, implementation of sustainable lifestyle actions and sustainable lifestyle agents, movers, and practitioners*. With this in mind, local government units and agencies must revisit the guidelines and simplify sustainable lifestyle mechanisms for easy understanding of schools and communities.

The challenge of sustainable lifestyle is to make it understandable to simple folks who are willing to adopt the lifestyle. Given the consumerist lifestyle of the current generation, the aim is to shift them to sustainable lifestyle. Generally, prizes are good motivators to reward good practices however, sustainability and unmanned practice are the real goals.

### 5.2.2. Users of the PISL (Teachers and Students)

Likewise, often associated with the study of the environment is social studies, a subject which has failed to capture the interest of students. Schug, Todd and Beery (1982) pointed out that students do not consider social studies to be a particularly important area of study and students do not seem to feel very strongly in their attitudes toward social studies. However, this school subject carries with it the ‘primary purpose of helping young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world’ (NCSS, 2002).

Given the universal approach of the PISL, teachers who facilitates *Araling Panlipunan (Social Studies)* under the Philippine K-12 Curriculum could insert items relating to sustainable lifestyle. In recent years, the Philippine education system adopted the K-12 program for its basic education. The K to 12 Program covers Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and two years of Senior High School [SHS]). It incorporates curriculum enhancement, childhood education, and specialized upper- secondary education (RA 10157 and RA 10533). Various topics can be utilize to serve as springboard in the discussion of sustainability or sustainable lifestyle.

Below is a table relating to specific topic in the K-12 program where sustainability/sustainable lifestyle could be integrated.

Table 5.2 Topics and schedule where PISL could be incorporated

Grade Level	Quarter and Topic			
	1st	2nd	3rd	4 <sup>th</sup>
1				C. Pagpapahalaga sa Kapaligiran
2	B. Ang Aking Komunidad		A. Kabuhayan sa Komunidad	A. Kabahagi Ako ng Aking Komunidad
3	B. Ang mga lalawigan sa aking rehiyon			A. Ang Ekonomiya ng mga Lalawigan sa Rehiyon
4	C. Ang Katangiang Pisikal ng Aking Bansa	A. Gawaing Pangkabuhayan ng Bansa	B. Pagkakakilanlang Kultural	Mga Karapatan at Tungkulin ng Mamamayang Pilipino
5	A. Ang Kinalalagyan ng Aking Bansa			
6				C. Patuloy na Pagtugon sa Hamong ng Kasarinlan at Pagkabansa (1986-kasalukuyan)
7	A. Katangiang Pisikal ng Asya B. Mga Likas na Yaman ng Asya C. Yamang Tao			
8	A. Heograpiya ng Daigdig			A. 11. Mga Pandaigdigang Organisasyon, Pangkat, at Alyansa
9	A. Kahulugan ng Ekonomiks B. Kakapusan C. Pangangailangan at Kagustuhan D. Alokasyon E. Pagkonsumo F. Produksyon	A. Demand B. Supply C. Interkasyon ng Demand at Suplay D. Pamilihan		A. Konsepto ng Palatandaan ng Pambansang Kaunlaran B. Sektor ng Agrikultura C. Sektor ng Industriya D. Sektor ng Paglilingkod E. Impormal na Sektor
10	B. Mga Suliraning Pangkapaligiran C. Mga Isyung Pang-Ekonomiya		A. Mga Isyu ng Karapatang Pantao	B. Pansibiko at Pagkamamamayan (Civics and Citizenship)

(Lifted from K-12 Basic Education Curriculum)

It is ideal that ‘all ‘subjects, not just the science and social studies, should utilize these *Pedagogical Imperatives on Sustainable Lifestyle*. By doing so, no knowledge is detached. Everything is connected and integrated. It is also imperative to make sense of content subjects and provide “real life” examples and models. This strategy will lessen the negative impression of subjects and will heighten their sensibilities that education is living and real. While, the existing norm of society as consumer market hinders the realization and possible fruits of environmental pedagogies. The market-driven, consumerist economy has a numbing effect to learners for it conditions their senses and mindset, Nevertheless, our goal as educators should not be compromised in this daunting predicament. Others integrate the use of art and cultural production which counters this culture of consumption. Art has always been a powerful tool of the oppressed and radicals especially combatting the popular and material. The studies of Brookfield (2010) and Clover and Shaw (2010) showcased art and public mass culture as potential springboards to combat social inertia. Integrating these projects in our schools are steps in mainstreaming the PISL.

For students, the PISL could serve as a guide in their collective actions. School organizations should likewise have a pro-active approach in promoting sustainable lifestyles. Students could also create a code of conduct that can be implemented within their classrooms. Teachers and students should go hand-in-hand to sustain these practices.

### **5.2.3 Continuing Research**

The researcher is aware that the study’s time frame is not enough to implement and observe the application of the PISL statements. This was one of the difficulties of the study because a conclusive claim is suspended until the PISL is fully utilized and implement within the school setting. However, an attempt to solicit the views of teachers on the probability of implementation of PISL in a school setting is intended. The PISL statements should be presented to the faculty



members of a target school for their comments and insights. The results could reveal the possibility.

Given the novelty of this attempt, a similar study could be crafted to determine the consistency of themes among teacher practitioners of sustainable lifestyle within the public school teacher of an urban city like Metro Manila. Likewise, the research could be extended to also include teacher-practitioners in various environmental setting. By doing so, the quantity and quality of data yielded may be substantial enough to present a definitive model of pedagogical imperatives for sustainability.

An interesting result of an online survey conducted from August 13- August 31, yielded a high percentage of ‘very probable’ in the implementation of the PISL from 78 respondents among professional teachers in the National Capital Region.

*Table 5.3* Survey of Probable Implementation of PISL

Imperatives	very probable	somewhat probable	neutral	somewhat improbable	not probable	total	weighted average
1. Drivers of Sustainable Lifestyle	60.26% (47)	32.05% (25)	3.85% (3)	2.56% (2)	1.28% (1)	78	4.47
2. Strong Moral Imperative on Sustainable Lifestyle	67.95% (53)	24.36% (19)	2.56% (2)	3.85% (3)	1.28% (1)	78	4.54
3. Enabling Environment of Sustainable Lifestyle	65.38% (51)	17.95% (14)	10.26% (8)	5.13% (4)	1.28% (1)	78	4.41
4. Implementation of Sustainable Lifestyle Actions	51.28% (40)	29.49% (23)	15.38% (12)	2.56% (2)	1.28% (1)	78	4.27
5. Sustainable Lifestyle Agents,	51.28% (40)	33.33% (26)	11.54% (9)	1.28% (1)	2.56% (2)	78	4.29

Likewise, comments pertaining to the school administration's seriousness have been a perennial concern among teacher-respondents. Oftentimes, it is observed by respondents that schools administrations act only if there are external factors. Also, teachers participation in the strategic planning of the school should be taken into consideration as to better implementation of these imperatives. Teachers are not just implementors but should be considered as partners from planning to evaluation of sustainable programs

Other recommended studies include the effectivity of sustainable pedagogical imperatives, the effect of teacher practitioners to students, and the relationship between school influence and out of school habits in connection with sustainable policies and practices. These researches could provide benchmark statements and truths that can contribute to a more concrete, effective, and efficient promotion/propagation of sustainable lifestyles.

The 21<sup>st</sup> century poses pressing demands and schools as places of learning must intervene in the on-going environmental challenges. Sustainability is the new norm but the pedagogical aspect and living a sustainable lifestyle are two different areas. May this research contribute to integrate these two fields that could benefit the stakeholders of sustainability: the practitioners, teacher, and students.