



Sustainable Practices of Teachers in Private Educational Institutions: Exploration of Organizational Behavior

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Abstract. Sustainable practices within their organizational behaviour are increasingly recognized now-a-days, private educational institutions play a vital role to the development of future generations. This research paper undertakes a comprehensive examination of the sustainable practices adopted by teachers in private educational institutions and their influence on the organizational behavior of these institutions. The paper have a thorough literature review to define sustainable practices, both in the educational context and organizational behavior domain. It offers a comprehensive understanding of the factors driving the integration of sustainability in education. The role of teachers plays a main part of sustainability within the educational system is discussed, recognize them as crucial change agents. The study is grounded in a robust theoretical framework that combines organizational behavior theories and sustainability models, offering a conceptual lens to analyze the behaviors and practices of teachers. The research employs diverse methodologies, including surveys, interviews to gather data on sustainable practices in private educational institutions.

The research findings explains that teachers in these institutions engage in a variety of sustainable practices, from curriculum development and classroom management to community engagement and environmental initiatives. These practices not only synchronise with the institution's mission and values but also significantly impact the organizational behavior of the educational institutions, leading to changes in leadership approaches, organizational culture, and employee engagement. The paper also examines the role of teacher training and development in promoting sustainable practices and evaluates the effectiveness of sustainability-focused training programs. It discusses about the challenges and benefits associated with the implementation of sustainable practices in private educational settings. This research paper concludes with a discussion on measurement and assessment, providing insights into how the impact of sustainable practices is evaluated within educational institutions. It also identifies common challenges, barriers and suggests strategies to overcome them. In addition, the paper outlines best practices and recommendations for private educational institutions to promote sustainable practices among their teaching staff, thus contributing to a more sustainable educational environment. This study signifies the vital

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M. Rani Nimmagadda et al. (eds.), *Proceedings of the 3rd International Conference on Reinventing Business Practices, Start-ups and Sustainability (ICRBSS 2023)*, Advances in Economics, Business and Management Research 277,

https://doi.org/10.2991/978-94-6463-374-0_52

role that teachers play in practicing sustainability within the educational sector and the potential for these practices to shape organizational behavior. Implications in this study for educators, policymakers, and educational leaders, which offers a clear map for promoting sustainability in private educational institutions while advancing the broader goals of sustainability and responsible citizenship.

Keywords: Private, educational institutions, teaching staff, sustainability, measuring, citizenship.

1 Introduction

Private educational institutions are recognized as influential pillars of knowledge dissemination and societal development. Institutions are facing an increasing demand for transformative change within their organizational behavior due to growing environmental concerns, social responsibility, and heightened awareness of global challenges. The need for sustainability, often associated with environmental protection and ethical conduct, has permeated the realm of education, and private educational institutions, as centers of knowledge and influence, are not exempt from this paradigm shift. The integration of sustainability principles within the organizational behavior of private educational institutions plays a vital role for fostering responsible, environmentally conscious, and ethically driven citizens. An essential component of this transformation is the role played by teachers, who serve as the catalysts of change within the educational system. Teachers, as the primary agents of knowledge transmission, play a pivotal role in shaping the behaviors, values, and worldviews of students.

This research paper embarks on a comprehensive exploration of the sustainable practices employed by teachers in private educational institutions and their influence on the organizational behavior of these institutions. In this research paper deals with multifaceted interplay between sustainability, education, and organizational dynamics and also this study seeks to illuminate the transformative potential of teachers in shaping the future of both the students and the institutions they work. The importance of this research mainly focuses on to bridge the gap between the global call for sustainability and the educational institutions that mold the minds of future generations. The private educational sector, with its diverse and innovative approaches to teaching, stands as a key player in advancing sustainability practices. Understanding how teachers, the primary triggering agents of classroom culture, curriculum design, and student interactions, can embrace and propagate sustainable principles is essential for promoting a responsible and ethical society.

Moreover, this research also highlights the gap in the current literature. While there is a growing body of research on sustainability in education and organizational behavior, few studies have specifically examined the practices of teachers in private educational institutions and their implications for the organizational behavior of these institutions. This paper contributes to the existing body of knowledge by exploring this intersection and uncovering the potential for profound change. In an era of heightened environmental challenges, social injustices, and the need for responsible citizenship, it is imperative to empower teachers to become agents of sustainable change. By fostering

sustainable practices within private educational institutions, this research not only furthers the global sustainability agenda but also prepares students to become conscious, active, and informed citizens capable of addressing the complex challenges of the 21st century.

2 Literature review

[1] suggests that sustainability in education is defined as the capacity to educate for the common good and to ensure that present and future generations can have a high quality of life. This aligns with the broader concept of sustainability, which includes environmental, social, and economic dimensions. [3] discusses the concept of sustainability in organizational behavior and emphasizes the importance of aligning organizational values and behaviors with broader sustainability goals. This alignment is crucial for fostering a culture of sustainability within organizations.

[3] delves into the role of teachers in fostering sustainability. The author argues that teachers play a critical role in developing ecological literacy and promoting sustainability within educational institutions. Teachers' actions and pedagogical approaches significantly influence student attitudes and behaviors. Tilbury, D. (2013) emphasizes the importance of teacher education for sustainability. The author highlights the importance and need to educate teachers with the knowledge and skills to combine sustainability into their teaching practices very effectively.

[4] discusses how various countries are incorporating sustainability into their educational systems. The author explores the different frameworks and guidelines developed by countries to promote sustainability in education, highlighting the global importance of this trend.

[2] explores the role of private educational institutions in promoting sustainability. The study examines how private institutions, with their autonomy and flexibility, are uniquely positioned to adopt sustainability initiatives and create a culture of environmental stewardship and ethical conduct. Wals, A. (2014) discusses the sustainability practices in private educational institutions. The author highlights the comprehensive nature of these practices, extending beyond academic content to include ethical governance, environmental initiatives, and community engagement.

3 Research methodology

In this research study, Google forms circulated to the teaching faculties as a questionnaire which measures the sustainability of topics which is covered by the teaching faculties, training underwent by the teaching faculties organized by the school management, the impact of sustainability teaching by the students and teachers, topics covered to teach sustainability to the students by the teaching faculties. Nearly 83 respondents participated in this research study. In this research study, random simplified sampling methodology used. Also in this study qualitative method of statistics used.

4 Data Interpretation:

In this research study, all of the respondents are female, no male teaching faculties participated in this study. The majority of respondents are female this suggests that there might be a gender imbalance in the teaching profession within private educational institutions, at least among the respondents. The respondent's ages are distributed fairly evenly, with the largest age group of being 45-54 years. This indicates the diverse group of participants in terms of age.

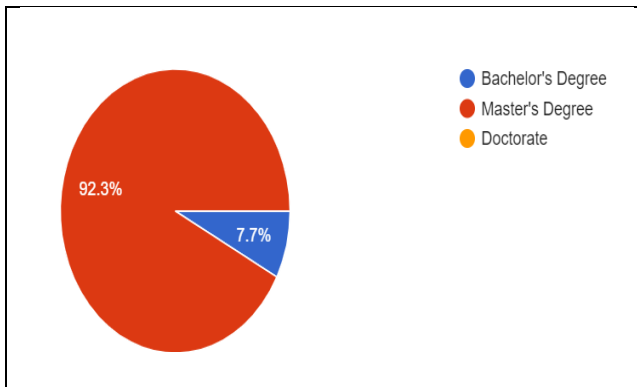


Fig. 1. Educational qualification of the teaching faculties

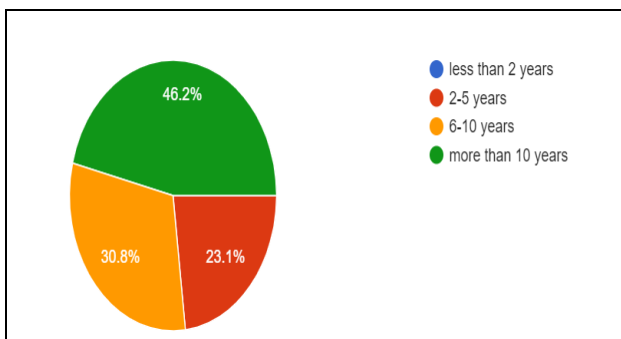


Fig. 2. Work experience:

In this research study, many of the teaching faculties as the respondents has work experience more than 10 years , also they have done their Masters degree. All respondents hold at least a Bachelor's or Master's degree, with the majority having a

Master's degree. This suggests a highly educated sample of teachers (see Fig.1). The sample includes both experienced and relatively less experienced teachers, with most having more than 10 years of teaching experience. (see Fig. 3)

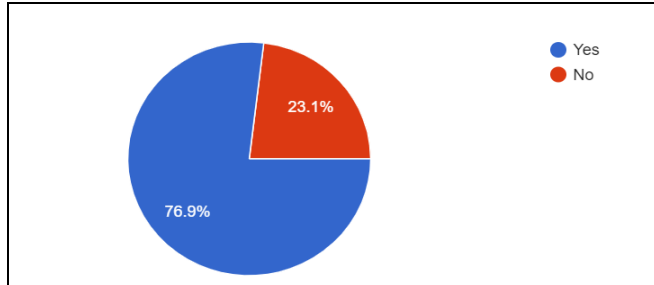


Fig. 3. Familiar concept of sustainability in education

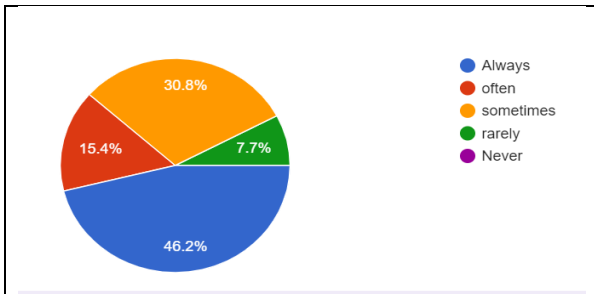


Fig. 4. Integration of Sustainability principles

A large majority of respondents are familiar with the concept of sustainability in education. This indicates a high level of awareness among the participants. (see Fig.5) Most respondents report that they often or always integrate sustainability principles into their teaching practices. This suggests a strong commitment to sustainability in their pedagogical approach. (see Fig. 4)

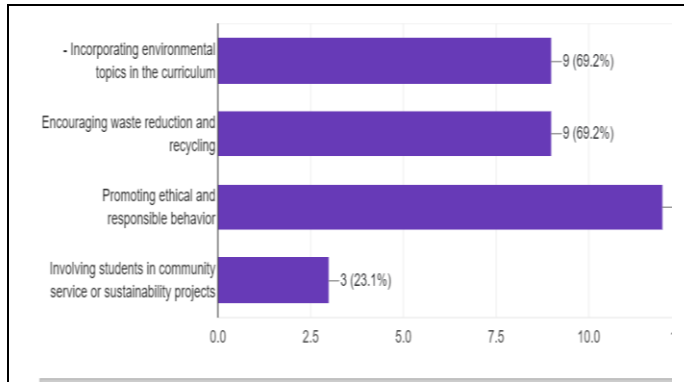


Fig. 5. Sustainable Practices Incorporated

The most common sustainable practices incorporated into teaching are "Incorporating environmental topics in the curriculum," "Encouraging waste reduction and recycling," and "Promoting ethical and responsible behavior." This shows a wide range of sustainability initiatives among the respondents (see Fig.5). A substantial number of respondents perceive that sustainable practices have a positive impact on the organizational behavior of their educational institutions. This aligns with the notion that integrating sustainability can influence the culture and values of an institution. (

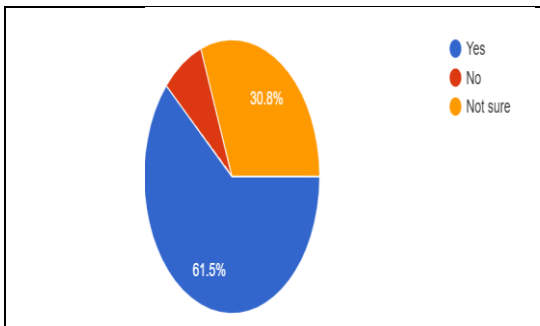


Fig. 6. Changes in Leadership Styles and Decision-Making

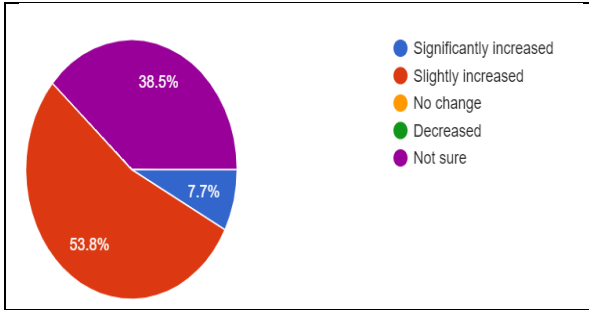


Fig. 7. Influence on Employee Engagement

About 74 out of 83 respondents have observed changes in leadership styles or decision-making processes within their institutions due to sustainability initiatives. This suggests that sustainability efforts might lead to organizational changes (see Fig.7). A slight majority (64 out of 83) of respondents believe that the adoption of sustainable practices has slightly increased employee engagement within their institutions. This shows the potential for sustainability initiatives to impact engagement (see Fig.8)

The most commonly cited challenges in implementing sustainable practices include "Lack of awareness or interest from students" and "Time constraints." This indicates that motivating students and finding time for sustainability initiatives can be significant challenges.

5 Suggestions for Addressing Challenges

Respondents provided suggestions for addressing challenges, such as conducting awareness programs, integrating sustainability into daily activities, and obtaining more resources and funding. This demonstrates a proactive approach to overcoming obstacles. The majority of respondents have not received training or professional development related to sustainability in education. This suggests that there may be a need for more training opportunities in this area.

5.1 Additional comments from the teaching faculties:

Several respondents emphasized the importance of sustainability in education and its role in developing responsible citizens. This highlights the potential impact of sustain-

ability initiatives on students' values and behaviors. The data reflects a group of teachers who are familiar with sustainability, actively incorporate sustainability principles into their teaching, and perceive a positive impact on their educational institutions. However, there are challenges to overcome, primarily related to student engagement, time constraints, and resources. The data also suggests that more training and professional development opportunities related to sustainability in education are needed.

6 Result discussion

In this research study, majority of the respondents are female which shows 100%. Nearly 46.2% of the respondents are in the age group of 35-44 years, 38.5% are in 45-54 years, 7.7% are from 25-34 and 55-64 years. Majority of 92.3% are Master degree teaching faculties, remaining only 7.7% are Bachelor degree teaching faculty (see Fig.1). In this study, 46.2% of the respondents have more than 10 years work experience, 30.8% of the respondents have 6-10 years work experience, 23.1% have 2-5 years work experience (see Fig.2). Nearly 76.9% are familiar with the concept of sustainability, remaining 23.1% are not familiar with the concept of sustainability. (see Fig.3). In this study, 46.2% of the respondents integrate sustainability with their teaching, 30.8% says rarely, 15.4% says often, 7.7% says often. (see Fig.4)

Majority of the respondents 92.3% incorporate teaching sustainability topics like promoting ethical and responsible behaviour, in which 69.2% of the respondents incorporate topics like incorporating environmental topics in curriculum, encouraging waste reduction and recycling, 23.1% incorporate involving students in community service or sustainability projects. (see Fig.5).

Nearly 76.9% of the respondents perceive the positive impact of sustainable practices on the organizational behavior of your educational institution, remaining 23.1% are not sure about it. (see Fig.6). Many of the participants 61.5% have observed changes in leadership styles or decision-making process with in the institution for sustainability, in which 30.8% are not sure about it. (see Fig.7). In this research study, 53.8% indicates slightly increased reg. the adoption of sustainable practices influenced employee engagement in the institution, wherein 7.7% says significantly increased, but 38.5% says they are not sure (see Fig.8). Most of the respondents 76.9% have time constraints to implement sustainability in teaching practices, but 53.8% have lack of interest from students, 38.5% says insufficient resources or funding, 7.7% says resistance from the colleagues (see Fig.9). Lack of training for the teachers, nearly 92.3% of the respondents have not received any professional training to sustainability in education. (see Fig. 10).

7 Suggestions

- Promote Sustainability Training for Teachers: Majority of respondents have not received training related to sustainability, it is essential to create opportunities for

teachers to gain knowledge and skills in this area. Schools and educational institutions should offer regular sustainability-focused training programs.

- **Foster Awareness and Interest among Students:** As major challenge pointed as "Lack of awareness or interest from students", strategies should be developed to engage students in sustainability initiatives. In which sustainability integrated into the curriculum, organizing awareness campaigns, and involving students in hands-on projects.
- **Resource Allocation:** Resources and funding particularly for sustainability practices, educational institutions should provide importance for sustainability in their budgets and allocate resources to support sustainability initiatives. This may include funding for materials, infrastructure, and staff dedicated to sustainability efforts.
- **Encourage Leadership Buy-In:** To enhance the impact of sustainability practices on organizational behavior, it will gain support and improvise school leadership. This can involve engaging school administrators and decision-makers in sustainability discussions and initiatives.
- **Time Management and Integration:** As mentioned a major challenge "Time constraints", it should be provided with strategies and support for integrating sustainability practices into their daily teaching routines. In which we can involve identifying natural points of integration within the curriculum.
- **Continuous Evaluation:** Regular evaluation should be done by the Educational institutions to enhance the impact of sustainability practices on their organizational behavior. Wherein we can include collecting feedback from teachers, students, and other stakeholders to assess the effectiveness of sustainability initiatives and make necessary improvements.
- **Create a Sustainable School Culture:** Sustainability practices influence and have a positive relationship with organizational behaviour. To further develop this impact, schools should strive to create a culture that values sustainability, ethics, and social responsibility. This can be achieved through ongoing communication and modeling by teachers and administrators.
- **Collaboration and Sharing of Best Practices:** Sustainability practices should be collaborated by the teachers. Creating a network of educators who are passionate about sustainability can lead to the exchange of innovative ideas and strategies.
- **Focus on Comprehensive Sustainability:** Sustainability practices should encompass a holistic approach that considers the well-being of both the planet and society.
- **Continued Research:** Further research in sustainability should be explored the long-term in the educational institutions, students' attitudes, and their future behaviors.

Key limitations of the study include:

- Limited Quantitative Data
- Limited Geographical Representation
- Lack of Control Group.
- Limited Scope

8 Conclusion of the study:

In an period marked by growing concern for sustainability, this study sought to explore the practices and comprehensions of preceptors in private educational institutions regarding sustainability and its impact on organizational behaviour. The exploration findings exfoliate light on the stations and gestures of preceptors in this environment. Our study revealed that a significant proportion of preceptors in private educational institutions are familiar with the conception of sustainability and laboriously integrate sustainability principles into their tutoring practices. Their commitment to sustainability is apparent through the objectification of colorful sustainable practices, including the addition of environmental motifs in the class, waste reduction, and the creation of ethical behaviour.

Importantly, preceptors perceive that sustainability practices have a positive impact on the organizational behavior of their educational institutions. They believe that these practices impact leadership styles and decision-making processes, as well as hand engagement. This suggests that sustainability enterprise can extend beyond the classroom and contribute to a broader culture of responsibility and ethical conduct within these institutions. still, our study also linked several challenges that preceptors encounter in enforcing sustainability practices, including time constraints, lack of mindfulness or interest from scholars, and resource limitations. Prostrating these challenges necessitates a multifaceted approach, involving mindfulness juggernauts, class integration, resource allocation, and a commitment to making sustainability a abecedarian part of the educational process. The data also underlines the need for further training and professional development openings related to sustainability in education. The maturity of repliers hadn't entered specific training in this area, which insists educational institution to educate the preceptors to gain knowledge in sustainability practices in their tutoring class.

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