

Chalk, Challenges, and Change: The Integration of Sustainable Development Goals in Baguio's Higher Education Instruction



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ABSTRACT: This study explored the level of awareness and the challenges encountered by professors in Higher Education Institutions (HEIs) in Baguio City in integrating the Sustainable Development Goals (SDGs) into classroom instruction. Employing a quantitative research design, the study surveyed 298 instructors using a structured 20-item questionnaire measured on a 4-point Likert scale. Results revealed that the overall awareness of the SDGs among instructors was at an average level, with a mean score of 2.68. This indicates a foundational understanding of the goals, yet reflects a lack of in-depth knowledge necessary for meaningful integration. While educators acknowledged the relevance of teaching the SDGs, they faced substantial barriers that limited their capacity to incorporate these concepts into their pedagogy. Chief among these challenges were the lack of appropriate educational resources and professional training, time constraints, and heavy workload demands. These factors collectively hindered the development and implementation of SDG-aligned lesson plans. The findings underscore the need for a more comprehensive and systemic approach to curriculum development that embeds the SDGs across disciplines. Strengthening institutional support, fostering interdepartmental collaboration, and providing targeted professional development opportunities are essential steps toward equipping educators with the tools and knowledge to effectively advance sustainable education within HEIs in Baguio City.

KEYWORDS: Sustainable Development Goals (SDGs), Higher Education Institutions, Instructor Awareness, Curriculum Integration, Educational Challenges, Baguio City

I. INTRODUCTION

The 2030 Agenda for Sustainable Development that all United Nations Member States adopted in 2015 serves as a unified strategy to achieve peace and prosperity for human beings and the planet throughout present times and into future times. The 17 Sustainable Development Goals (SDGs) function as an immediate global partnership demand for all nations to take urgent action. The goals establish that poverty elimination needs to occur alongside strategies that boost educational and health standards while reducing social gaps and promoting economic development while addressing climate change and protecting ocean and forest ecosystems. (UN- Department of Global Communications). The wide range of global initiatives reveal a significant knowledge gap regarding the specific measurement of college instructors' challenges in implementing SDGs through classroom instruction. The absence of detailed research creates barriers to both successful SDG execution and educational system growth at Higher Education Institutions in Baguio City where faculty members form the essential force for moulding the future generation.

Schools represent a core element essential for achieving the United Nations' Sustainable Development Goals (SDGs). Multiple significant reasons demand that head teachers and educational leaders comprehend the SDGs. The continuous government effort to implement SDGs in Higher Education Institutions through curriculum integration resulted in teacher ignorance about SD and complete absence of SD training participation according to Bedir (2021). HEIs need to evaluate their capacity to deliver SD pedagogical competency training to teachers so they can determine improvement needs (Daniels & Niemczyk, 2022). The researchers and education stakeholders can develop targeted engagement approaches to boost SDG-related initiative participation through better understanding of current teacher awareness levels. This ensures educators understand national and international development priorities so they can contribute effectively to reaching these targets. Despite widespread discussions about the SDGs across different platforms, instructors frequently demonstrate insufficient knowledge regarding the 17 individual goals. According to Fernandez E. et al (2021), teachers show minimal comprehension of the SDGs which creates

Chalk, Challenges, and Change: The Integration of Sustainable Development Goals in Baguio's Higher Education Instruction

uncertainty about their ability to teach these goals in the classroom. Nwanga & Igbo (2019) demonstrated in their study that instructors hold essential responsibility for national development since they act as powerful agents in lifelong learning needed to achieve global goals. As educational content connectors they act as the essential link between what students learn and what they understand. Their role serves as the essential benchmark to measure both national success and national goals. Instructors need to actively seek deeper knowledge of the 17 SDGs to deliver classroom instruction with confidence and become successful advocates for reaching the SDGs.

In the case of Pakistan teachers, the lack of awareness regarding the SDGs by the teachers limited them from integrating the SDGs in the educational system (Diemer et al., 2020). This is an issue that should be identified and addressed so that educational leaders can be in a position to support and embrace the incorporation of SDGs into the school system and thus instill a sense of responsibility and global citizenship among the students. Also, it is crucial to consider the level of awareness of the teachers in order to know the extent to which the SDGs are being achieved in the education sector. It gives information on the gaps that are likely to be experienced. Thus, it is crucial to establish the extent of awareness of the teachers since if they are not enlightened enough, they cannot incorporate it in their teaching materials and class discussions and hence the students will not be exposed to the global goals. It is therefore important that the level of awareness and knowledge about the SDGs be explored in a context such as Higher Education Institutions in Baguio City so that any gaps that may exist can be noted and worked on. Thus, learning about the SDGs in the school context is relevant not only for the staff and students but also for the surrounding community as it enhances the quality of sustainable living.

Furthermore, as pointed out by Hamwy (2023) there are so many challenges that prevent teachers from embracing the SDGs in their teaching such as; the teachers lack the required knowledge or skill, the teachers do not have the necessary training on SDGs, the teachers do not have the necessary teaching materials on SDGs, the students have no interest with the subject matter, the institution has no support for the program, it will result in curriculum congestion etc. Therefore, with those myriads of challenges teachers encountered in the process of integrating the SDGs into the classroom, the researchers sought to establish whether the teachers of Higher Education Institutions in Baguio City are also experiencing the same challenges that may hinder them from properly incorporating the SDGs into their classroom teaching. Thus, it is crucial to consider the problems that teachers face in the process of integrating the SDGs into the curriculum in order to enable them to ensure that the students get to know the issues that are embedded in the SDGs and hence enhance the quality of education and make learning more exciting and interesting for the students. Such changes also not only benefit teachers but also help in achieving the broader goals of sustainable development in education.

Overall, this study sought to establish the level of awareness and challenges faced by the college teachers in Higher Education Institutions in Baguio City in embedding the SDGs into the classroom teaching. Knowing the level of awareness and the challenges that go with it will not only be advantageous to the teachers, but it is most advantageous to the learners. According to the Educational Conference (2023), the incorporation of SDGs in schools can enhance some learning outcomes for example enhance the students' critical thinking and problem-solving skills, foster creativity and innovation, foster global awareness, make learning relevant to everyday life and such. This will also be of great significance to future teachers, especially the researchers on how they will be in a position to incorporate the SDGs into their classroom teaching in the future. At last, some programs to support the SDGs in the classroom instruction, for instance, offering some materials that will assist teachers in teaching SDGs to students and seminars about SDGs.

Theoretical and Conceptual Framework

The research examines how the United Nations implemented its 17 Sustainable Development Goals starting from 2015. The researchers select the 17 applicable Sustainable Development Goals for education purposes in this study. The research focuses on two main elements which examine both the awareness level and the obstacles college instructors face when implementing Sustainable Development Goals (SDGs) into their classroom instruction at Higher Education Institutions in Baguio City. Awareness describes the state where people understand and recognize specific matters or subjects. The process of teaching SDGs in classrooms requires instructors to understand both the goals themselves and their educational and social effects. People who understand specific subjects demonstrate stronger engagement with the material together with increased advocacy for change and better implementation of goal-based strategies.

The research conducted by Kuhlmann et al. (2019) demonstrates that educators who develop greater awareness about sustainability issues become more driven to incorporate sustainability concepts into their educational practices. The research requires efficient training and educational resources to boost instructor knowledge about SDGs because this is essential for the study. Wals (2019) demonstrates through research that knowledge about sustainability issues must precede behavioral modifications. College instructors who understand the SDGs and their educational significance tend to use modern teaching

Chalk, Challenges, and Change: The Integration of Sustainable Development Goals in Baguio's Higher Education Instruction

approaches that support sustainable development. The study confirms this necessity because awareness serves as the foundation for implementing SDGs proactively in educational settings. Rieckmann (2018) demonstrates that educational institutions function as key entities for teaching sustainability awareness to educators. The concept strengthens the purpose of this research to investigate methods through which Higher Education Institutions in Baguio City can boost awareness about SDG integration in teaching practices.

Challenges represent the obstacles which people encounter while working to reach their objectives or finish assignments. SDG implementation challenges within classroom instruction stem from insufficient training and resource constraints and institutional barriers that prevent effective goal execution. People experience frustration together with disengagement which results in lower pursuit of their intended objectives when they encounter challenges. Tilbury (2021) demonstrates through his research that educational professionals encounter substantial obstacles during sustainability integration efforts in their teaching practice. Various challenges emerge from insufficient institutional backing along with insufficient training and unclear SDG guidelines. The study requires this understanding because it shows the necessity of identifying instructor-specific challenges at Higher Education Institutions in Baguio City.

Systemic challenges which include inflexible curricula and assessment methods create obstacles for educators who want to implement sustainability education according to Karpudewan et al. (2019). The study requires this knowledge because it provides essential information for developing strategies that address these systemic barriers to improve SDG integration in classroom instruction. NEDA together with the Commission on Higher Education (CHED) of the Philippines developed frameworks to execute SDGs within educational settings. Educational frameworks from NEDA and CHED prioritize educational program alignment with SDGs while promoting sustainable practices and developing learning environments focused on sustainability. NEDA describes methods to integrate SDGs into curriculum development as well as teacher training and community engagement within their framework. The framework emphasizes how higher education institutions must establish sustainability as a cultural practice while training students to solve global challenges.

CHED has released guidelines that support colleges and universities in adding SDGs to their educational curricula. The guidelines stress the need for faculty development and research initiatives together with local community partnerships to promote sustainability education. These extensive methods will help analyze current SDG integration levels across different Higher Education Institutions in Baguio City and develop strategies to improve educational practices based on sustainable development goals. The research uses these goals as variables to evaluate both awareness levels and integration challenges that college instructors face when implementing SDGs in classroom instruction at various Higher Education Institutions in Baguio City.

Statement of the Problem

1. What is the level of awareness among college instructors in the different Higher Education Institutions in Baguio City about the Sustainable Development Goals?
2. What are the challenges among college instructors in the different Higher Education Institutions in Baguio City in implementing the SDGs in classroom instruction?
3. What programs can be recommended to increase the level of awareness of college instructors about SDGs and lessen the challenges to integrate the SDGs in classroom instructions?

II. METHODOLOGY

Research Design

The research adopted a quantitative approach based on descriptive methods to analyze how teachers understand the SDGs while facing obstacles during their implementation in educational practice. The descriptive research approach provided an accurate snapshot of teacher preparedness at the current moment by avoiding variable manipulation. A structured survey instrument contained both closed and open-ended questions to obtain quantifiable data and qualitative insights. The research method enabled the identification of SDG awareness patterns and implementation challenges which made it an appropriate choice for studying educational trends and developing future strategies for better SDG integration.

Research Locale and Respondents

The study participants consisted of college instructors who worked at various Higher Education Institutions (HEIs) in Baguio City because they had the potential to implement Sustainable Development Goals (SDGs) in their classroom teaching. The instructors who received seminars and training about SDG integration were selected because they matched the study's objectives. The academic autonomy and student learning influence of HEI faculty members makes them essential for advancing global initiatives such as the SDGs. The CHED Regional Office CAR reports a total faculty count of 1,317 at all HEIs. The research required

Chalk, Challenges, and Change: The Integration of Sustainable Development Goals in Baguio's Higher Education Instruction

298 respondents as a suitable sample size to represent the target population according to Cochran's formula with a 5% margin of error and 95% confidence level.

Data Gathering Instrument

The data collection for this quantitative study employed a standardized survey instrument which evaluated college instructors' knowledge of the Sustainable Development Goals (SDGs) and their difficulties with incorporating these into teaching practices. The 20-item instrument contained two sections which included demographic information and core items that evaluated SDG awareness and implementation barriers. The survey instrument used a 4-point Likert scale to measure respondent agreement levels for each item. The survey instrument received validation from experts in SDG studies and education before undergoing a pilot test to achieve clarity and refinement. The test-retest method together with Cronbach's alpha confirmed reliability by demonstrating high internal consistency for measuring the intended constructs.

Data Gathering Procedure

The data collection procedure for this study was done systematically to ensure efficiency, accuracy and ethical compliance. It started with obtaining the necessary approval from the selected higher education institutions in Baguio City, then the careful development and validation of the survey questionnaire by experts in SDGs and statistics. Cronbach's alpha was used to establish the reliability of the instrument in terms of measuring instructors' awareness and challenges in integrating SDGs. The surveys were administered both online and in hard copy to suit the participants' preferences. The data collected was then organized, cleaned and statistically analyzed. The results were then explained and presented in a report that provides useful information for policy, curriculum, and professional development.

Treatment of Data

The researchers performed extensive statistical analysis on their collected data to answer the research questions after data collection. The Weighted Mean and Ranking methods served to analyze data for both Sub-Problems 1 and 2. The Weighted Mean calculation delivered precise relative response values while Ranking arranged results by importance for better comparison. The statistical treatments provided reliable insights about instructor awareness of SDGs and classroom integration challenges through consistent and meaningful interpretation of the findings.

Ethical Considerations

The research followed rigorous ethical principles and transparent practices by using Artificial Intelligence (AI) tools properly during its development. All responses and information from participants received absolute confidentiality protection while all identifying information stayed out of presentation and publication materials. Every participant maintained full freedom to participate or exit the study at any point without influencing their academic connection to their institution. The researchers acquired necessary authorization to start their research while providing complete explanations of procedures to guarantee participants provided informed consent and prevent miscommunication. The collected data served only the research goals. The research team applied AI tools ethically to perform grammar checks and idea organization and content summarization and report formatting tasks while maintaining complete research authenticity. The researchers maintained absolute ethical compliance by refraining from plagiarism while restricting access to study progress information to only the researchers and adviser and consulted experts to protect research integrity and credibility.

III. RESULTS AND DISCUSSION

This table presents the mean responses from Higher Education Institutions in Baguio City instructors to each question about their level of awareness of the Sustainable Development Goals of the Philippines. It also presents the weighted mean of all the questions which is (2.68) that indicates that the Higher Education Institutions in Baguio City instructors are aware of the SDGs of the Philippines. The results show that the first rank, which received a mean score of 2.87, was given to the 5th question that defined the first goal of SDGs as the eradication of poverty in all its forms everywhere. This high mean level shows that instructors at Higher Education Institutions in Baguio City are aware of the need to eradicate poverty, which is in line with the rest of the world. Harry W. (2023) opined that it is important to know the effects of poverty in order to enable educators to include SDGs in their curriculum. To evaluate the level of awareness among college instructors regarding the SDGs, the researchers find the mean of each question that elevate the result about their awareness that is shown in the table below:

Chalk, Challenges, and Change: The Integration of Sustainable Development Goals in Baguio's Higher Education Instruction

Table 1. Level of Awareness about Sustainable Development Goals

Questions	Mean	Ranking (lowest)	Interpretation
1. I am well-informed about the United Nations' Sustainable Development Goals (SDGs) and their objectives.	2.71	6th	AWARE
2. I am aware that 17 Sustainable Development Goals were established by the United Nations.	2.68	5th	AWARE
3. I know SDGs are meant to be achieved by 2030.	2.79	8th	AWARE
4. I know that there are 155 indicators used to measure the progress of SDGs in the Cordillera Administrative Region (CAR).	2.50	1st	AWARE
5. I know that the SDGs' first goal is to eradicate poverty in all its forms everywhere.	2.87	9th	AWARE
6. I am aware that the Philippines is one of the 193 UN Member States that have decided to support the SDGs.	2.71	6th	AWARE
7. "Leave no one behind" is the guiding principle of the 2030 Sustainable Development Agenda and its 17 SDGs.	2.61	4th	AWARE
8. I am aware that we have 5 goals in progress but are yet to be achieved.	2.59	3rd	AWARE
9. I am aware that the Subcommittee on the Sustainable Development Goals chaired by NEDA, serves as a body that supports and oversees the implementation of the SDGs in the Philippines.	2.56	2nd	AWARE
10. I am aware that SDG 4 aims for quality education for all.	2.73	7th	AWARE
Total weighted mean	2.68		AWARE

The second rank, with a mean of 2.79, is the 3rd question which states that the SDGs are to be achieved by 2030. This comprehension by the instructors shows that they comprehend the importance of time limits in the goals. Educators are important change makers in ensuring that their students understand this, and thus, create students who appreciate the importance of the goals and the need to achieve them in the stipulated time (United Nations, 2021). This feeling of urgency can foster teamwork in the direction of sustainable solutions. Also, the third rank, which is also the lowest ranked, has a mean score of 2.73 and is based on the 10th question which defines SDG 4 as ensuring quality education for all. This stress on quality education goes to show that it is the basis of all the other SDGs because education is the bedrock for change. In the recent years, issues on education accessibility and quality have become more prevalent, especially after the COVID-19 pandemic (UNESCO, 2021). This paper has established that SDG 4 is well known to college instructors at Higher Education Institutions in Baguio City, which means that there is a willingness to create a non-discriminatory learning environment.

Hence, the level of awareness among college instructors at Higher Education Institutions in Baguio City Incorporated on the SDGs is quite encouraging in terms of some of the critical global issues such as poverty, time-bound nature of the goals, and the role of quality education. This awareness is crucial in the development of the informed future leaders who will be able to support sustainable development in their communities. Based on these findings, it can be seen that the instructors have a basic appreciation of the main elements of the SDGs. The high ranking of statements on poverty eradication and quality education reflects the global emphasis on these crucial elements in achieving sustainable development. It shows that the respondents are aware of the 2030 deadline which means they have an idea of the global commitment and its implications for the immediate action. However, it is important to note that this study only assessed the awareness of specific SDG elements and not necessarily the overall understanding of the interconnectedness of all 17 SDGs and their targets. Future research could include a broader range of SDG knowledge and the instructors' understanding of the specific targets under each goal. The level of awareness among instructors at Higher Education Institutions in Baguio City is an opportunity to improve the integration of Sustainable Development Goals into educational practices. Building on the existing awareness, the institution can implement workshops or training sessions to enhance the understanding of these goals and their implications for teaching. Such initiatives would not only increase the knowledge of the instructors but also create an institution-wide culture of sustainability. The awareness of college instructors at Higher Education Institutions in Baguio City on Sustainable Development Goals is important in developing a curriculum that focuses on sustainable development and equipping students for the challenges of the society. The weighted mean of 2.68 is an important level of awareness but also shows some areas for improvement.

Chalk, Challenges, and Change: The Integration of Sustainable Development Goals in Baguio's Higher Education Instruction

The results of this research confirm previous studies conducted in the Philippines which demonstrate that teacher knowledge stands as a critical factor for implementing Sustainable Development Goals (SDGs) in educational settings. Research has demonstrated that higher education teachers serve as essential figures for promoting sustainability awareness and action development. Lanuza and Esteban (2021) conducted research which demonstrated that teacher training programs should provide detailed SDG knowledge to enhance curriculum integration because educators need extensive knowledge to effectively teach SDGs. University faculty members in the Philippines who participated in Cagatan et al.'s (2020) study acknowledged the significance of SDG 4 quality education but faced obstacles in developing practical teaching methods because of insufficient resources and institutional backing. The study's high recognition of SDGs such as poverty eradication and quality education matches the findings of Alvarado et al. (2019) who reported that Filipino educators demonstrate strong alignment with global sustainability goals which directly affect student learning and social involvement. The Philippines demonstrates widespread understanding of poverty reduction and quality education SDGs but requires better professional development and institutional backing to improve SDG integration in higher education.

To determine the challenges among college instructors regarding the SDGs, the researchers find the mean of each question that elevate the result and ranks them accordingly to the results of the mean that is shown in the table below:

Table 2. Challenges in the Integration of SDGs in the Classroom Instruction

Questions	Mean	Ranking (Highest)	Interpretation
1. The institution provides inadequate support for integrating SDGs into the curriculum.	2.68	4 th	AGREE
2. The school lacks adequate technological infrastructure, making it challenging to implement interactive and technology-driven activities related to the SDGs.	2.246	1 st	AGREE
3. There is a lack of community engagement and partnerships that could provide real-world examples and opportunities for students to apply the SDGs.	2.59	7 th	AGREE
4. It is challenging for teachers to effectively align the SDGs with specific subject areas.	2.67	5 th	AGREE
5. Integrating the SDGs into classroom instructions is often perceived as a daunting task.	2.60	6 th	AGREE
6. The global context in which the SDGs were developed makes it difficult to relate them to the local context.	2.57	8 th	AGREE
7. There is insufficient awareness among students regarding the SDGs and their importance.	2.72	3 rd	AGREE
8. Teachers lack access to the necessary resources and materials to effectively integrate the SDGs into classroom instruction.	2.55	9 th	AGREE
9. The broad range of topics that teachers need to cover makes it difficult to allocate sufficient time to integrate discussions and activities related to the SDGs.	2.77	2 nd	AGREE
10. Teachers have limited opportunities for professional development, such as training and seminars related to the SDGs.	2.246	1 st	AGREE
Total Weighted Mean	2.68		AGREE

The table indicates that there are 4 factors that college instructors of Higher Education Institutions in Baguio City Incorporated considered as the most challenging. These are questions number 2, 7, 9, and 10. Question numbers 2 and 10 are the top rank challenges that have the same mean of 2.246. The data presented in the table identified four main challenges that college instructors at Higher Education Institutions in Baguio City face, and the first three challenges are closely related to each other. Question 2 highlights the issue of inadequate technological infrastructure, which stands out as a major problem. This inadequacy prevents instructors from being able to use interactive technology-based activities that are essential for teaching the

Chalk, Challenges, and Change: The Integration of Sustainable Development Goals in Baguio's Higher Education Instruction

complex concepts related to the SDGs. The use of old or insufficient technological tools is not only inefficient in the teaching process, but also demotivates students, which is important for the learning process of sustainable development issues.

Furthermore, question 10 reveals that instructors are not provided with many opportunities for professional development, for instance, training and seminars that are specific to the SDGs. This is a crucial result, as professional development for educators is crucial to ensure that they are conversant with the latest in pedagogy and content concerning sustainability. Lack of such opportunities may result in a stalemate in teaching practices, which in turn affects the learning of students and their appreciation of global challenges. Question 9 presents the problem of the number of topics that the instructors have to teach within their course. The difficulty of providing enough time for SDG-related discussions and activities is an issue that is not unique to this study, as it is a problem that is observed in many educational settings where curricula are usually overreached. This situation not only hampers the quality of instruction in relation to the SDGs but also points to a problem in the academic planning that emphasizes content delivery over thematic integration. This makes it difficult to incorporate SDG-related activities into the current curriculum, which points to the need for reviewing the curriculum structures to accommodate for a more integrated approach to learning.

Finally, question 7 reveals that there is a low level of student awareness of the SDGs and their relevance. This finding suggests a significant weakness in the educational system at Higher Education Institutions in Baguio City, where students may not be exposed to sustainability issues. The lack of awareness can lead to a vicious cycle of disengagement where students do not realize the importance of sustainable development in their academic and personal life. The overall consensus among college instructors, indicated by a weighted mean of 2.68, indicates that there is an agreement that these challenges exist. This quantitative assessment is in line with the qualitative findings and supports the idea that these challenges are real barriers to the incorporation of the SDGs into classroom practice.

The result is in agreement with that of Hamwy, which suggests that the challenges identified are not unique to Higher Education Institutions in Baguio City but are common to higher education institutions in general. This similarity in different educational settings necessitates changes in the system such as improving the technological infrastructure, increasing the opportunities for professional development, revising the curricula, and efforts to ensure that students are informed on sustainable development issues. The results of this study are important, especially in the context of the global educational reforms that focus on sustainability and the role that is expected to be played by higher education institutions in achieving the SDGs. On the other hand, the result showed that propositions 3, 6 and 8 are the top three bottom challenges as far as college instructors are concerned. The data collected from Higher Education Institutions in Baguio City shows that low levels of community engagement and partnerships are the 7th biggest barrier to embedding SDGs into their teaching. A mean score of 2.59 suggests a moderate level of concern about this issue. This challenge is perceived to be of low priority, despite its importance, which may indicate that other issues such as lack of resources or insufficient training are considered as more critical barriers to the integration of SDGs. Moreover, the challenge of community engagement is inherent to the professional development of educators. Instructors require training and resources to establish good partnership and ensure that they are able to incorporate community into their practice. In their study, Smith and Dwyer (2020) noted that most professional development initiatives for sustainability education do not include community engagement as an essential component. This neglect hampers the ability of the educators to link their teaching to practical application and community needs.

At the same time, college instructors, as well as teachers and instructors, are faced with integrating the SDGs into their curricula and one of the least acknowledged challenges is the disconnect between the global context of the SDGs and the local context which Statement 6 highlighted. One of the challenges faced by the instructors at Higher Education Institutions in Baguio City is the challenge that ranked eighth with a mean score of 2.59. This means that educators agree that the global nature of the SDGs hampers their applicability in the local context. The problem is that while the SDGs seek to address global issues, they are not always specific enough in relation to local contexts. In evaluating this challenge further, it is important to take into account the views of educators themselves. This is because many instructors, who are passionate about promoting sustainable development, have a problem of translating the globally formulated goals into the learning needs of their students.

However, it is important that students are introduced to the SDGs in their classroom work so that they can be well prepared for the sustainable future. However, one of the most important challenges that college instructors encounter in the process of incorporating SDGs into their classroom instruction is the lack of access to the required resources and materials which is ranked tenth in the list of bottom considered challenges at Higher Education Institutions in Baguio City with a mean score of 2.55. This is because the situation reveals that the lack of resources is a structural issue, which can be attributed to insufficient financial and material support from the institutions of learning. Colleges may have other areas of focus in their curriculum design without appreciating the need to include global issues such as the SDGs in the teaching process. This oversight can result in

Chalk, Challenges, and Change: The Integration of Sustainable Development Goals in Baguio's Higher Education Instruction

students not being able to participate in discussions that could have helped them learn more about sustainability, which would have enriched their college experience.

Consequently, the process of implementing SDGs in the classroom instruction at Higher Education Institutions in Baguio City is not without its challenges. Addressing the lack of community engagement, linking the global to the local and providing the needed resources and materials requires the collaboration of the college administration, faculty, local communities and other relevant organizations. It is, therefore, crucial to address these challenges in order to foster better and more effective SDG education to empower students as global citizens.

In general, all the instructors of Higher Education Institutions in Baguio City Incorporated have an understanding of Sustainable Development Goals and agreed on the challenges of embedding the SDGs into the classroom instruction. But, there is no relationship between the awareness of the college instructor to the challenges of integrating SDGs in the classroom instruction. Furthermore, the study reveals that it is important for educational institutions to address these challenges in order to effectively incorporate the SDGs into their teaching. In this regard, Higher Education Institutions in Baguio City Incorporated can improve the sustainability of the education system by addressing the barriers identified in the study to the attainment of SDGs. SOP3 presented by the researchers provided an action plan that sought to enhance the ECI instructors' awareness of the integration of SDGs in the classroom instruction and reduce the challenges encountered. This action plan was based on the three areas of professional development, technological enhancement, and curriculum integration.

The college instructors of Higher Education Institutions (HEIs) in Baguio City face challenges that match the results of comparable research studies in the Philippines. The insufficient technological infrastructure (Question 2) confirms previous research by Cagatan et al. (2020) which showed that insufficient access to contemporary educational tools presented a major challenge for integrating sustainability concepts into education. The problem becomes worse because of insufficient professional development opportunities which Question 10 demonstrates and Lanuza and Esteban (2021) confirmed through their research about educator challenges to learn new pedagogies and SDG content without proper training. The academic schedule constraints that teachers experience today (Question 9) demonstrate a problem that Alvarado et al. (2019) documented when educators reported their inability to add sustainability material because of their already full course loads. The analysis indicates that educational institutions need to implement structural changes to create better conditions for teaching SDGs by improving infrastructure and offering better training and revising curricula. The results show that community engagement received lower priority (Question 7) which corresponds with Smith and Dwyer's (2020) research because their study revealed that most professional development programs for sustainability education neglected community involvement as an essential factor for making SDGs relevant and actionable at the local level. The successful integration of SDGs into classroom practices in Baguio City and other locations requires solving these fundamental systemic issues.

IV. CONCLUSIONS

Based on the study the following conclusion are drawn:

1. Instructors in the different Higher Education Institutions within Baguio City have AVERAGE awareness level concerning the topic with a total mean of 2.68. Respondents understand some aspects of the topic but lack deep or detailed comprehension of the subject matter. The results show that the respondents have some knowledge of the SDGs, yet they might not be actively participating or well-informed about the specific aspects such as SDG's 155 indicators in CAR, five goals of SDGs, and subcommittees of SDGs.
2. The Higher Education Institutions in Baguio City instructors have AGREED on the following challenges, especially the top rank challenges which are the lack of technological infrastructure, limited opportunities for professional development, broad range of topics that makes it difficult to integrate SDGs and student's insufficient awareness about SDGs. This result indicates that the respondent generally agrees with the challenges, but not at the same level of intensity as "Strongly Agree."
3. It was concluded that various programs are recommended to increase the level of awareness of College Instructors and lessen the challenges regarding the integration of SDGs in classroom instruction.
4. The results of the present study reveal that instructors find it difficult to understand the complex interlinkages of all the 17 SDGs and their respective targets which may limit their understanding and thereby undermine their ability to integrate these concepts in their teaching and adopt a holistic approach to sustainable development. Although the current study shows that educators have some awareness of specific SDG elements, it is crucial to acknowledge the boundaries of this awareness. Through expanding the research to include the interconnectedness of all 17 SDGs and their specific targets, educators can improve their knowledge and thereby better enable students to engage with sustainable development.

Chalk, Challenges, and Change: The Integration of Sustainable Development Goals in Baguio's Higher Education Instruction

5. The study concludes that instructors may be aware of the relevance of SDGs, but the difference in their levels of awareness impacts the extent to which these goals are incorporated into teaching. Hence, the correlation between the awareness level of college instructors and the extent of integration of sustainable development goals in classroom instruction must be done. High awareness leads to meaningful integration, enabling students to engage with SDG-related topics in an informed way. As educators seek to develop a generation that can tackle global issues, raising awareness among instructors remains essential.

V. RECOMMENDATIONS

1. Higher Education Institutions in Baguio City Incorporated should direct their funding toward developing sufficient technological infrastructure which enables interactive technology-based teaching approaches. The institution should focus on upgrading its hardware and software systems and delivering dependable internet connectivity and installing contemporary teaching technology equipment in classrooms. The institution needs to perform periodic evaluations of technological requirements to determine both deficiencies and potential enhancement points.
2. The implementation of project-based learning assignments by instructors should direct students to address real-world sustainability challenges. Students gain deeper understanding through hands-on learning while developing their critical thinking abilities and problem-solving competencies. Students benefit from sustainability projects through practical experiences when institutions collaborate with local communities and organizations to reinforce classroom learning.
3. Future researchers could concentrate their research on particular SDGs. The research should concentrate on particular SDGs which match both the institutional mission and regional characteristics of the institution. The focused research method allows researchers to explore particular challenges and opportunities within specific goals which results in recommendations that are appropriate for educators. The evaluation of goal integration across different academic fields leads to improved curriculum alignment and educational effectiveness.

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Chalk, Challenges, and Change: The Integration of Sustainable Development Goals in Baguio's Higher Education Instruction

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