Sustainable Leadership: Encouraging Teacher Performance and Classroom Excellence

Rosnani Jusoh, Nordaslina Md Dasuki, Qiao Shu, Azrinsuhaila Amram

Faculty of Educational Studies, Universiti Putra Malaysia, 43400 UPM Serdang, Selangor, Malaysia
Corresponding Author Email: rj@upm.edu.my

Abstract
Sustainable leadership in educational settings plays a pivotal role in shaping the performance of teachers and the delivery of effective lessons. This paper explores the concept of sustainable leadership and its profound impact on enhancing teachers' performance in delivering lessons. Through a comprehensive review of literature and empirical evidence, this study elucidates the key dimensions of sustainable leadership and examines how they contribute to improving teaching quality, student engagement, and overall classroom effectiveness. The paper also discusses practical strategies and approaches that sustainable leaders can employ to support and empower teachers, foster professional growth, and create a conducive environment for effective teaching and learning. By highlighting the critical link between sustainable leadership and teacher performance, this paper provides valuable insights for educational leaders, policymakers, and stakeholders seeking to optimize educational outcomes and promote excellence in teaching practices.
Keywords: Sustainable Leadership, Teacher Performance, Classroom Effectiveness, Professional Growth, Teaching Quality, Educational Outcomes

Introduction
In the ever-evolving landscape of education, the role of leadership in shaping teaching practices and enhancing student learning outcomes cannot be overstated. Among the various forms of leadership styles that have emerged, sustainable leadership stands out as a transformative force in driving positive change within educational institutions. Sustainable leadership is a proactive strategy that emphasises long-term sustainability, resilience, and the comprehensive growth of all stakeholders, including educators and learners.

In recent years, there has been a growing recognition of the profound impact that sustainable leadership can have on teachers' performance and the delivery of lessons in the classroom (Abdul Rahim et al., 2024). As educational institutions encounter increasingly intricate difficulties, including changing demographics and technological progress, the

necessity for sustainable leadership approaches has become more evident than ever (Sharma, 2024).

This article seeks to explore the dynamic connection between sustainable leadership and teachers' performance in delivering lessons. By delving into the fundamental principles and dimensions of sustainable leadership, we aim to elucidate how visionary leadership practices can empower teachers, inspire excellence, and cultivate a culture of continuous improvement within educational settings.

From fostering collaboration and innovation to promoting professional growth and well-being, sustainable leadership serves as a catalyst for transformative change, shaping the educational experiences of both teachers and students alike (Wamsler et al., 2023). However, despite the growing recognition of the importance of sustainable leadership, educational institutions continue to face persistent gaps in translating leadership principles into tangible improvements in teaching and learning outcomes. This gap underscores the need for a deeper understanding of the dynamic interplay between sustainable leadership practices and teachers' performance in delivering lessons.

By addressing this gap, this article seeks to explore the transformative potential of sustainable leadership in enhancing teachers' performance and fostering excellence in classroom instruction. Through a comprehensive review of existing literature and empirical evidence, we aim to identify key challenges and opportunities inherent in the intersection of sustainable leadership and teaching practices. Moreover, this article will highlight practical strategies and approaches that sustainable leaders can employ to support and empower teachers in their quest for excellence. By drawing insights from real-world examples and best practices, we aim to provide suggestions for educational leaders, policymakers, and stakeholders seeking to leverage sustainable leadership principles to optimize educational outcomes and promote a culture of educational excellence.

In summary, this article serves as a timely exploration of the critical nexus between sustainable leadership and teachers' performance in delivering lessons. By shedding light on the transformative potential of sustainable leadership practices, we hope to inspire more explorations on this idea and topic, to provide insight for a holistic students' excellence.

Methodology
This study employed a thorough examination of existing literature and empirical data. We will analyse the different methods by which sustainable leadership cultivates an environment favourable to successful teaching and learning. The literature review is essential to this study, requiring the careful identification and integration of relevant research findings. To guarantee thorough coverage, the researchers utilised diverse search tactics, including employing search engines like Google Scholar and accessing digital journals. Relevant publications and research were retrieved using key search terms such as "sustainable leadership," "teachers' performance," and "student excellence." The researchers also referenced authoritative texts and credible websites to enhance their data collection method.

An extensive analysis and comparison of established theories and models concerning sustainable leadership were performed, with a specific focus on their correlation with

theories pertaining to teachers' performance. This integrative approach offered significant insights, viewpoints, and recommendations about the practical execution and enhancement of sustainable leadership in educational institutions globally. The conclusion that is developed from this study can contribute to the importance of Sustainable Leadership and Teachers' Performance in improving classroom excellence, for the benefits of enhancement and development of curriculum delivery in education.

Sustainable Leadership
Sustainable leadership in education is transformative, focusing on long-term improvement in teaching practices, school culture, and student outcomes. It underscores the need for a collaborative environment where teachers are empowered to take leadership roles in curriculum design and implementation (Oppi et al., 2020). This empowerment is crucial for two main reasons. First, teachers are on the frontline of education; they understand the unique needs of their students and are best placed to tailor the curriculum to meet these needs. Secondly, when teachers feel supported and valued as leaders, their job satisfaction and commitment to the school community increase, leading to higher levels of performance and classroom excellence.

Sustainable leadership involves a shared responsibility that aims to conserve human and financial resources while addressing the needs of the present and ensuring the well-being of future generations (Hargreaves & Fink, 2006). Hargreaves' sustainable leadership theory provides valuable perspectives on the idea of enduring educational leadership. According to Hargreaves as shown in Figure 1, sustainable leadership in education is distinguished by a forward-looking outlook and a dedication to promoting ongoing advancement, fairness, and constructive societal transformation within the academic environment.
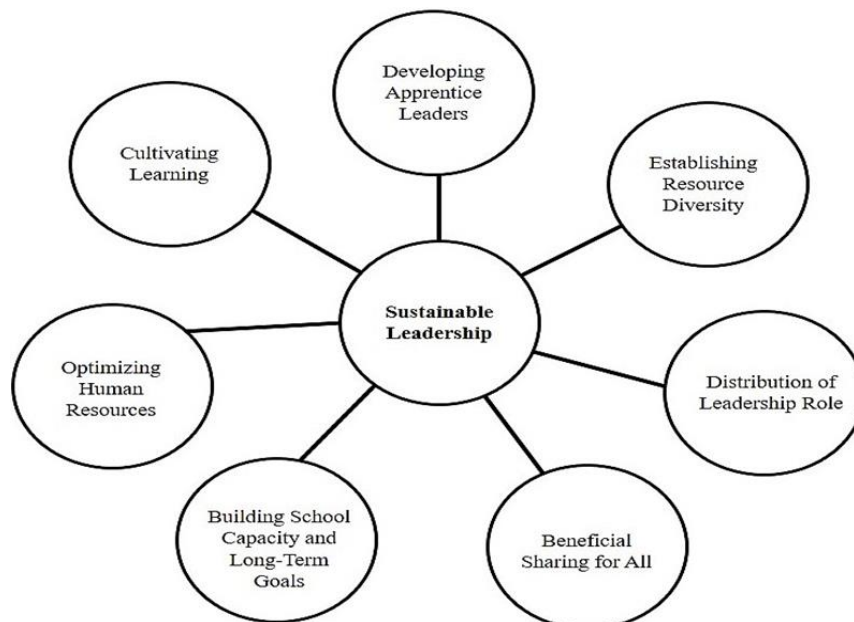

Fig. 1. Hargreaves and Fink's (2003), Sustainable Leadership Model (adapted from Mohd Tahir et al., 2009)

In the context of educational institutions, sustainable leadership refers to a leadership approach that is focused on promoting long-term success and well-being, not only for the current generation of students and supporting staffs but also for future generations. It entails

making decisions and implementing strategies that are environmentally responsible, socially just, and economically viable. Sustainable leadership in educational institutions aims to create a culture of innovation, talent development, ethical behaviour, and organizational transparency (Boeske & Murray, 2022; McCann & Holt, 2010).

Developing a comprehensive outlook in education involves looking beyond immediate benefits and tackling fundamental challenges within the system. Leaders in education can communicate a well-defined vision for enhancing teacher growth and effectiveness by integrating professional development efforts, mentorship programs, and collaborative frameworks with larger educational objectives (Gathumbi et al., 2013).

Next, prioritizing investment in human capital involves recognizing teachers as valuable assets and key drivers of educational improvement. Leaders can allocate resources to professional development initiatives, mentoring and coaching programmes, and collaborative learning communities to foster continuous growth and development among teachers (Makuachukwu, 2023).

Sustainable leadership involves fostering a culture of collaboration and shared learning within schools and communities. Leaders create structures and processes to facilitate collaboration among teachers, administrators, parents, and community members. This promotes the exchange of ideas, expertise, and best practices to enhance teacher productivity and effectiveness.

Kumar (2024) claimed that another important aspect of sustainable leadership is the promotion of equity and inclusion. It involves ensuring that all teachers have access to high-quality professional development opportunities and robust support systems. Leaders play a crucial role in addressing disparities in resources, opportunities, and support, while also creating inclusive environments where all teachers feel valued, respected, and empowered to succeed. This emphasis on the human side of leadership sets sustainable leadership apart from other styles.

A leader who adopts Sustainable Leadership approach highlights the importance of being adaptable and flexible in addressing evolving needs and situations, while also embodying the concept of sustainability. Leaders can effectively address emerging challenges and opportunities by modifying professional growth plans, mentoring approaches, and collaborative frameworks to cater to constantly changing demands and priorities.

In the present environment, Sustainable Leadership necessitates the involvement of various stakeholders and the establishment of collaborations with educational institutions, communities, and organizations to promote teachers' growth and effectiveness. Leaders can make use of external resources, knowledge, and support systems to supplement internal endeavours and improve the outcomes of professional development programmes.

Another aspect of Sustainable Leadership is, it requires ongoing assessment and enhancement of professional growth initiatives to guarantee their efficacy and influence. By soliciting input from educators, tracking results, and using data-driven insights to adjust

strategies and allocate resources, leaders can ultimately boost teacher effectiveness in the long run.

Embracing sustainable leadership principles and practices enables educational leaders to establish supportive, empowering, and inclusive environments that facilitate the professional growth of teachers, boost their effectiveness, and ultimately enhance student outcomes.

Teachers Performance

Teachers' performance refers to the effectiveness, quality, and consistency of a teacher's instructional practices, professional behaviours, and overall influence on student learning outcomes (Iqbal et al., 2018). Teaching is a noble profession that plays a crucial role in shaping the future of society. Educators are responsible for preparing the next generation of leaders, equipping them with the necessary skills and knowledge to navigate an ever-evolving world. However, the role of teachers is not limited to impart knowledge and information only. Teachers also have the power to inspire, motivate, and encourage their students to reach their full potential (Chen et al., 2021).

They serve as role models, shaping the minds and characters of young learners. Traditional teaching approaches often focused on a fixed set of instructions and a rigid teaching pattern (Lama et al., 2024). However, in recent years, there has been a shift towards a more flexible and interactive teaching styles. It is in line with the new development of teaching methods, in tandem with the recent development of advancement in technology and the new way we communicate with each other's. Hence, teachers need to be up to date with all these recent transformations.

Achievement Goal Theory is a framework that seeks to understand and explain individuals' motivation, behaviour, and performance in achievement-related contexts Elliot and McGregor (2001). his theory suggests that individuals have different types of goals when it comes to their achievement. In the context of teaching, teachers' performance can be influenced by their adoption of different achievement goals. For example, teachers who adopt a mastery goal orientation focus on personal growth and learning. They are more likely to prioritize improving their teaching skills, seeking knowledge and feedback, and creating a supportive learning environment for their students. On the other hand, teachers who adopt a performance goal orientation are focused on demonstrating their competence and receiving external validation (Benita & Matos, 2021). This can lead to a more competitive and comparison-driven approach to teaching. Research has shown that teachers with a mastery goal orientation tend to have a positive impact on their students' motivation, engagement, and academic achievement (Klempner, 2022). They are also more likely to create a classroom environment that fosters a growth mindset and resilience in the face of challenges.

Understanding the relationship between teachers' performance and achievement goal theory provides valuable insights for professional development in education. By fostering a mastery goal orientation among teachers, educational institutions can potentially enhance the overall learning experience and outcomes for students. This may involve promoting a culture of continuous learning and improvement, providing opportunities for collaborative feedback and reflection, and acknowledging the value of effort and progress in addition to

measured outcomes. Additionally, incorporating goal setting techniques into teacher training and evaluation can also support teachers' performance (Retelsdorf & Günther, 2011).

By setting specific and meaningful performance targets, teachers can have a clear direction and purpose in their teaching practice. They can also be motivated to engage in proactive problem-solving, creativity, and adaptability in response to challenges. In summary, teachers' performance is related to achievement goal theory as their adoption of different goal orientations can influence their teaching practices and the learning environment they create for students. Teachers with a mastery goal orientation tend to have a positive impact on their students' motivation, engagement, and academic achievement. They prioritize learning as an active process, promote effort and student interaction, and create a supportive and growth-oriented classroom environment. Understanding the relationship between teachers' goal orientations and their performance, educational institutions can design training and evaluation programs that support teachers in adopting a mastery goal orientation and creating a positive and growth-oriented learning environment for their students.

Sustainable Leadership and Teachers' Performance
Educational leaders have a significant impact on inspiring teachers, and their encouragement and direction can greatly influence teacher motivation and effectiveness (Han & Yin, 2016). One approach educational leaders can use to inspire teachers is by articulating a distinct vision and purpose for the school. This vision should be communicated clearly and consistently, highlighting the goals and values that are important to the school community. Another way educational leaders can motivate teachers is by fostering a collaborative and supportive environment. Educational leaders who demonstrate sustainable leadership traits can significantly impact the motivation and effectiveness of teachers (Lamçja, 2024). By embodying traits such as integrity, resilience, and empathy, leaders can cultivate an environment where teachers feel supported and empowered. When leaders exemplify integrity by being honest and transparent in their actions, teachers are more likely to trust their guidance and feel motivated to align with the school's vision and values.

The pursuit of educational excellence requires multi approach that extends beyond immediate gains and addresses fundamental challenges within the system. Effective education leaders can cultivate a clear and compelling vision that integrates professional development, mentorship programs, and collaborative frameworks to enhance teacher growth and effectiveness, ultimately driving educational improvement.

Recognizing teachers as valuable assets and key drivers of educational progress, leaders can strategically invest in human capital by allocating resources to professional development initiatives, mentoring and coaching programs, and collaborative learning communities. This holistic approach fosters continuous growth and development among teachers, empowering them to deliver transformative learning experiences for students (Charania et al., 2021).

Professional development plays a crucial role in enhancing teaching methods and improving student outcomes. Reframing motivation as an "investment" in teachers continuing professional learning can yield significant dividends. Organized school-based

learning communities that enable regular collaboration and problem-solving among teachers can also catalyze continuous improvement.

Integrating professional development efforts, mentorship programs, and collaborative frameworks with larger educational objectives can cultivate a well-defined vision for enhancing teacher growth and effectiveness. By prioritizing investment in human capital and recognizing teachers as valuable assets, leaders can foster continuous growth and development among educators, ultimately driving educational progress and student success (Wang & Shih, 2022).

The success of a teacher's performance is certainly determined by the level or intervention of school principals or leadership in schools which is certainly mediated by variables such as self-efficacy, commitment, and job satisfaction (Joo, 2020). By providing ongoing training, mentorship, and access to relevant tools and materials, leaders can help teachers stay updated with the latest educational practices and methodologies, ultimately enhancing their performance in the classroom (Yue & Ji, 2021). In addition, by implementing sustainable leadership practices, based on the dimensions mentioned earlier, schools can create an environment where teachers thrive professionally, leading to improved performance and better outcomes for students. When teachers are supported, motivated, and equipped with the necessary resources and skills, they are better able to meet the diverse needs of their students and foster a culture of learning and excellence in the classroom.

By adopting sustainable leadership practices, educational leaders can create a culture of accountability and continuous improvement, which can positively impact teachers' performance. Sustainable leadership can also help to foster a sense of ownership and empowerment among teachers (Katz & Shahar, 2015). By involving them in decision-making processes and giving them opportunities to contribute their ideas and expertise, sustainable leadership can help teachers feel valued and motivated to perform at their best. This sense of ownership can lead to greater commitment and dedication to their role, ultimately benefiting the students they teach. Moreover, sustainable leadership emphasizes the importance of ethical and transparent decision-making. Leaders who prioritize sustainability in their decision-making process ensure that the well-being of both the teachers and the students is at the forefront of every choice made. This ethical approach not only fosters trust and respect among the school community but also sets a positive example for the students, shaping their understanding of responsible and principled leadership (Lamçja, 2024).

Sustainable leadership extends beyond the confines of the school environment. Educational leaders who embrace sustainable practices can also forge valuable partnerships with the broader community, leveraging resources and expertise to enrich the learning experiences of their students. Collaborating with local organizations, businesses, and community leaders, educational institutions can provide students with real-world connections, mentorship opportunities, and a deeper understanding of the societal impact of sustainability. By instilling a sense of global citizenship and environmental consciousness in students, sustainable leadership can contribute to the holistic development of future generations (Singh, 2023).

Furthermore, Singh (2023), added that sustainable leadership encourages a forward-thinking approach to education. By prioritizing long-term success and growth, educational leaders can introduce innovative teaching methods, technologies, and curriculum designs that prepare students for the challenges of a rapidly evolving world. This proactive stance ensures that the education provided is relevant, adaptable, and equips students with the skills and knowledge necessary to thrive in an ever-changing landscape.

In essence, sustainable leadership in education goes beyond immediate performance improvements and academic success; it cultivates a culture of responsibility, innovation, and collaboration that benefits not only the current generation of students and teachers but also the generations to come. Sustainable leadership can improve teachers' performance by fostering a supportive and empowering work environment.

Conclusion
Sustainable leadership refers to a leadership approach that focuses on long-term success and growth by prioritizing the well-being of individuals and the organization as a whole. Sustainable leadership has significant benefits for students, teachers, and schools. For students, it improves learning outcomes, teaches valuable lifelong skills, and promotes equity and inclusion. It also helps students develop leadership qualities by observing these principles in action. For teachers, sustainable leadership supports professional growth, reduces burnout, and empowers them to innovate and collaborate. It creates a positive work environment where they feel valued and motivated. For schools, sustainable leadership ensures long-term planning, builds resilience, and fosters a positive culture that benefits everyone. It also encourages community engagement and environmentally friendly practices, preparing schools to adapt to future challenges while supporting the well-being of all stakeholders.

By employing sustainable leadership practices in educational institutions, such as linking strategies to the school's mission, values, and finances, leaders can create a supportive and nurturing environment for teachers. This, in turn, can lead to improved teachers' performance by providing a clear and shared vision for the school, which helps to align the efforts of teachers toward common goals and objectives. Additionally, sustainable leadership fosters open communication and collaboration among staff members, empowering teachers to contribute their ideas and expertise to the school's development. This inclusive approach to leadership creates a sense of ownership and accountability among teachers, motivating them to excel in their roles and continuously strive for improvement.

Investing in comprehensive strategies for teacher development and educational transformation is essential for unlocking the full potential of the education system. By prioritizing the growth and development of teachers, education leaders can cultivate a vision that integrates professional learning, mentorship, and collaboration to drive continuous improvement. This holistic approach empowers teachers as valuable assets and key drivers of educational progress, ultimately delivering transformative learning experiences for students and fostering long-term educational excellence. All of those, are the focus highlighted in the philosophy of sustainable leadership involves investing in professional development and resources to support teachers' continuous growth and skill enhancement.

As mentioned earlier, Sustainable leadership also promotes a positive work-life balance for teachers. By prioritizing the well-being of teachers and creating a supportive work environment, sustainable leadership helps to reduce stress and burnout among educators. This, in turn, leads to increased job satisfaction and overall well-being, which positively impacts their performance. In a nutshell, sustainable leadership can greatly contribute to improving teachers' performance by creating a supportive and collaborative environment, fostering professional growth and development, and prioritizing the well-being of teachers. By adopting the principles mentioned, sustainable leaders can mitigate burnout and stress, leading to higher job satisfaction and overall performance.

In conclusion, sustainable leadership goes beyond short-term fixes and embraces a forward-thinking, inclusive, and supportive approach that nurtures and empowers teachers, ultimately leading to a positive impact on their performance and the overall success of educational institutions.

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