# The Importance of Educational Leadership in Advancing Sustainable Community Growth

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## Abstract

The main purpose of the article was to explore how respondents perceived the personal development of the youth, the attitude of families and educational institutions towards the necessity of local sustainable development, as well as the dynamics between school and family in the educational process of children. The research method used quantitative techniques to identify and assess how respondents viewed the personal development of the youth and their inclination towards continuous self-education. The novel elements consisted of identifying unique challenges and adopting original solutions across various cultural and geographic contexts, with the aim of promoting educational leaders as agents of sustainable change. The main objective consists of developing and implementing strategies designed to ensure a high-quality, inclusive, and equitable education that facilitates lifelong learning opportunities for all individuals, thereby contributing to sustainable development. The role of education, both at the individual and community levels, is crucial in fostering awareness and understanding of sustainable development principles, as well as in cultivating the necessary competencies and convictions for their practical application. The absence of adequate education and an efficient educational infrastructure renders the achievement of sustainable economic and social progress a formidable challenge. Hence, the imperative need for an educational management paradigm that is conducive to sustainable development is unequivocally highlighted. In the intricate tapestry of modern global challenges, education emerges as a pivotal axis around which the aspirations for sustainable development revolve. An in-depth and nuanced educational framework, underpinned by robust management principles aimed at fostering sustainable development, is not merely an option but a categorical imperative for both national and international economic landscapes. This objective seeks to scaffold an educational paradigm that is comprehensive, equitable, and inclusive, while also championing the cause of lifelong learning opportunities for all.

## Keywords

Education, strategies, leadership, generation

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## Introduction

Accessibility to education for all members of society is a fundamental prerequisite for fostering personal development and ameliorating disparities that exist within communities, not only from an economic standpoint but also from a social perspective. In this vein, education emerges as a crucial conduit for sustainable development, a concept that extends beyond the local and regional to encapsulate national dimensions. This discourse propels the argument that education is not merely a tool for individual enlightenment but a foundational pillar for the equitable and holistic development of society. It posits that the measure of a society's progress cannot be disentangled from the inclusivity and effectiveness of its educational system. The premise that education acts as a great equalizer, bridging socio-economic divides, forms the crux of this discourse. Hence, an educational paradigm that prioritizes universal access, quality teaching, and relevance to contemporary challenges is indispensable for catalyzing sustainable growth and

development. Moreover, the interdependence of education with sustainable development is underscored by the imperative to equip individuals with the knowledge, skills, and values necessary to navigate and address the complexities of today's global challenges. It is through education that individuals gain the capacity to critically analyze issues, propose innovative solutions, and implement changes that promote sustainability. As such, education should be envisioned not just as the acquisition of knowledge, but as the cultivation of a mindset attuned to sustainability principles, encompassing economic stability, social inclusion, and environmental stewardship. In expanding this narrative, it becomes evident that the aspirations for sustainable development at a local, regional, and national level are intricately bound to the evolution of an educational system that is adaptive, inclusive, and forward-thinking. The task ahead involves reimagining educational policies and practices to ensure they are geared towards nurturing citizens who are not only well-informed and skilled but are also conscientious stewards of their communities and the environment. Therefore, the discourse on the correlation between education and societal development is not just an academic endeavor but a clarion call for systemic change, championing education as the cornerstone of sustainable development and societal well-being (Müller et al., 2018). The educational process, in this sense, is seen as an integrative mechanism that not only prepares individuals for personal success and social participation but also as a vital conduit for the perpetuation and evolution of cultural values and norms. This expansive view of education calls for a concerted effort to create learning environments and opportunities that reflect and respect this diversity of cultural influences, ensuring that education remains a relevant and responsive tool for personal and collective development in an ever-changing world. Education, situated within the realm of services, exemplifies a distinctive process wherein the outcome is not a physical artifact but an intangible benefit—knowledge and personal development. This intrinsic characteristic aligns education with other service-based endeavors that aim to fulfill societal needs through specialized, non-material outcomes. The nature of education as a service is defined by several unique features, notably its intangibility and the simultaneous occurrence of its production and consumption, among others. Intangibility, a hallmark of the educational process, signifies that its outcomes—knowledge acquisition, critical thinking skills, moral values—are not physically manifest (Babatunde at al., 2015). However, this process often employs tangible tools such as textbooks and various cultural artifacts, which serve as mediums through which education is facilitated. These materials, while physical in nature, are merely vehicles for the intangible learning experiences they engender. Another defining aspect of education is the simultaneity of its production and consumption. Unlike tangible goods, which can be stored and used at a later time, the educational process is dynamic, occurring concurrently with the learner's engagement. This characteristic underscores the immediacy and ongoing nature of education, which spans from early family-based learning through formal schooling and continues across an individual's lifetime. This lifelong process is essential for ensuring an individual's ability to adapt to and participate in the evolving socio-economic landscape of their community (Chaudhury and Javed, 2012). Education's role in societal development further highlights its service-oriented nature. As a service, education is both a personal and collective investment in the future, aiming to equip individuals with the capabilities needed to contribute to the welfare and progress of their communities. The educational process, therefore, is not only a personal journey of growth and development but also a critical component of a society's cultural and economic infrastructure (Humphreys et al., 2000).

In essence, the educational service transcends the mere imparting of knowledge to become a comprehensive process that molds individuals into active, informed members of society. It is through this continuous and interactive service that individuals gain the skills, values, and adaptability required to navigate and shape the world around them, highlighting education's pivotal role in fulfilling both individual aspirations and societal needs.

## 1. Review of the scientific literature

The interplay between the educational process and the broader spectrums of economic and social development has historically been characterized by a synergistic relationship, underscored by two principal positive feedback loops. This dynamic relationship posits that economic growth catalyzes enhancements within the educational system, which in turn, fuels further economic expansion. This cyclical interaction underscores the fundamental role that education plays in the advancement of societal welfare and economic prosperity (De Cremer, 2004). The economic system exerts its influence on the educational sector through two primary conduits: material and human resources. Material resources pertain to the financial and physical assets allocated for the development and sustenance of the educational infrastructure. This includes investment in school buildings, educational technology, learning materials, and other essential components that constitute the physical backbone of the educational system (Khaddage et al., 2016). The availability and quality of these resources directly impact the efficiency and effectiveness of educational services,

shaping the learning environment in ways that can either facilitate or impede the educational process. Human resources, on the other hand, refer to the cadre of professionals—educators, administrators, and support staff—whose expertise and commitment drive the educational system. Particularly in the realms of vocational and tertiary education, the contribution of specialists sourced from the economic system is invaluable (Erkutlu, 2008). These individuals, with their practical experience and industry insights, play a crucial role in bridging the gap between theoretical knowledge and real-world applications. They equip students with the practical skills and competencies necessary to navigate and succeed in the workforce, thereby enhancing the employability and productivity of graduates (Charoenpit et al., 2019). The educational system acts as a vital catalyst for the economic system, exerting its influence through two pivotal channels: the provision of human resources and the generation of knowledge resources. Human resources, in this context, refer to the cadre of graduates from various educational levels who transition into the workforce, thereby directly contributing to the productive capacity of the economy. Knowledge resources, on the other hand, encompass the outputs of research activities conducted within educational institutions and specialized research entities. These resources are integral to innovation, technological advancement, and the overall dynamism of the economic system (Chen et al., 2000). The educational system itself is sustained and invigorated by a self-reinforcing loop, central to which is the continuous training and development of new educators (Adebowale, 2017). This process ensures not only the perpetuation of teaching excellence but also the evolution of pedagogical strategies in alignment with emerging educational needs and societal changes. From the standpoint of knowledge transfer, the interconnection between the economy and education manifests through two distinct flows: experiential knowledge, derived from practical engagement in production processes, and analytical knowledge, emerging from scholarly research undertaken in universities and research institutions (Keskin and Yurdugul, 2019). This duality of knowledge flow underscores the comprehensive role of the educational system in nurturing a workforce that is both practically adept and theoretically informed. In the context of sustainable development, which envisages economic growth that fulfills the needs of the present without compromising the ability of future generations to meet their own needs, education—categorized within the service sector—assumes a crucial role. The educational process, therefore, should be strategically oriented towards equipping individuals with the skills and knowledge necessary to navigate and contribute to a sustainable future (Gopinath and Becker, 2000). This entails a broad-based educational approach that emphasizes ecological literacy, social responsibility, and the development of competencies that align with the principles of sustainability. The educational system's contribution to sustainable development extends beyond the mere provision of skilled labor to the economy. It encompasses the cultivation of a mindset and value system among learners that prioritize sustainability, encouraging innovative thinking and problem-solving approaches that are attuned to the complex challenges of achieving economic development in harmony with environmental stewardship and social equity (Haugsbakken, 2020).

In essence, the dynamic interplay between education and the economy, through the nurturing of human and knowledge resources, is fundamental to driving sustainable progress. In the pursuit of fostering a sustainable future, educational management faces the critical task of devising strategies that not only attract young learners to the initial stages of their educational journey—namely pre-school, preschool, and primary education—but also cultivate a sense of intrinsic motivation towards learning. The goal is to shift the perception of education from being a mere obligation to a meaningful pathway for personal development and a mechanism for securing future well-being. To achieve this, educational strategies must be holistic and child-centered, emphasizing the joy of learning and the relevance of education to the learners' lives and future aspirations (Ghilic-Micu, 2003). This involves creating engaging, interactive learning environments that stimulate curiosity and encourage active participation. By incorporating experiential learning methods and integrating real-world contexts, educators can make the learning process more relatable and exciting for children, thereby fostering a positive attitude towards education from an early age. Moreover, educational management must prioritize the development of a supportive and inclusive educational culture that values and nurtures every child's potential. This includes personalized learning approaches that cater to the diverse needs, interests, and learning styles of each student, ensuring that no child feels left behind or disengaged. Recognizing and celebrating achievements, both big and small, can also play a significant role in boosting students' confidence and motivation. Another key aspect is the involvement of parents and the community in the educational process (Cowsill and Grint, 2008). By building strong partnerships with families and local communities, schools can create a supportive ecosystem that reinforces the value of education and encourages children to pursue their learning with enthusiasm (Picciano, 2017). This collaborative approach can also help to bridge any gaps between the educational content and the students' cultural and social contexts, making learning more relevant and meaningful. Furthermore, educational management should focus on professional development for educators, equipping them with the skills and tools needed to inspire and engage young learners effectively. Teachers play a pivotal role in shaping students' attitudes towards education; hence, investing in their

continuous learning and development is essential for creating a transformative educational experience (Sung et al., 2016).

In summary, reimagining educational management to emphasize early engagement, intrinsic motivation, and a lifelong love for learning requires a multifaceted approach (Crawford, 2010). By creating stimulating, inclusive, and supportive learning environments, involving parents and the community, and investing in teacher development, educational management can lay the foundation for a future where education is viewed not just as a stepping stone to personal success but as a fulfilling journey of continuous growth and development.

## 2. Research methodology

This study was conducted within the Romanian context, specifically targeting the demographic segment aged 18 to 65 years within the Oltenia Region, who have been or are currently engaged with the educational system. In structuring the selection methodology for the research, the foundational premise that education in Romania is universally accessible and equitable across all citizens was taken into consideration. Given this backdrop of uniform educational access, the population under investigation was deemed to possess homogeneity with respect to their educational opportunities. This assessment led to the employment of a simple (non-stratified) non-repetitive sampling technique as the methodological approach for participant selection. Expanding on this, it is pertinent to underscore that the decision to focus on the aforementioned demographic and geographic parameters was driven by the aim to elucidate the dynamics of educational engagement within a specific socio-cultural milieu. The universal and egalitarian nature of educational access in Romania offers a unique vantage point to explore the nuances of educational interaction and its subsequent impact on the populace within the confined scope of the Oltenia Region. The utilization of a simple sampling method, devoid of stratification, was predicated on the premise that the target population, by virtue of the national policy on education, shares a common baseline of access to educational resources, thereby mitigating the need for a more complex sampling framework. This methodological choice not only streamlined the research process but also enhanced the cogency of the findings by focusing on a cohort that, while diverse in other socio-demographic characteristics, shared a commonality in terms of educational access. This approach facilitated a more focused analysis of the educational experiences and outcomes among the study's participants, contributing valuable insights into the interplay between educational engagement and socio-economic development within the Oltenia Region. The insights garnered from this research could potentially inform policy formulations and interventions aimed at bolstering educational participation and efficacy, reflecting the broader national commitment to universal and equitable education.

Considering the distinction between alternative and non-alternative characteristics within the population under study, the sample size determination was meticulously conducted to align with the research's statistical confidence requirements. For attributes classified as alternative, the requisite sample size was identified to be 272 individuals. Conversely, for those characteristics deemed non-alternative, a smaller sample size of 205 individuals was calculated as sufficient. Given these parameters, and aiming for a confidence level of 95%—a standard threshold for ensuring the reliability of research findings—the minimum sample size necessary for the study was established at 272 participants. To augment the study's analytical depth and enhance its capacity to discern the multifaceted effects of various demographic factors—such as the level of education and income—on perceptions regarding the nexus between educational management and local sustainable development, the actual number of respondents engaged in the research exceeded the minimum requirement. The final sample comprised 328 individuals, thereby broadening the research's scope to more comprehensively capture the diverse influences and interactions at play within the studied phenomenon. This deliberate expansion of the sample size beyond the minimum calculated threshold underscores a strategic approach to research design, aimed at bolstering the robustness and applicability of the study's outcomes. By incorporating a more varied cross-section of the population, the research endeavors to generate insights that are not only statistically significant but also contextually nuanced, offering a richer understanding of the complex dynamics between educational management practices and their implications for sustainable development at the local level. Such methodological rigor and strategic foresight in sample selection serve to enhance the credibility and relevance of the research findings, contributing valuable knowledge to the discourse on educational policy and sustainable community development.

In the pursuit of a comprehensive data collection strategy for the study conducted from December 2023 to March 2024, a dual approach encompassing both online methodologies and direct interactions through printed questionnaires was employed. This hybrid data collection method was chosen to maximize the reach and inclusivity of the participant base, ensuring a broad spectrum of responses that reflect the diverse

perspectives within the target population. The online component allowed for greater accessibility and convenience for participants, potentially increasing the response rate and diversity of the sample. Conversely, the use of printed questionnaires facilitated engagement with individuals who might have limited access to digital platforms, thus ensuring a more representative cross-section of the population under study. The data thus garnered underwent rigorous analysis using the SPSS software (Statistical Package for the Social Sciences), a widely recognized tool for the statistical analysis of data in the social sciences. This software facilitated a detailed examination of the data, allowing for the application of various statistical tests and models to understand the underlying patterns and relationships. To assess the statistical significance of the correlation between the respondents' socio-economic characteristics and their perspectives on the objectives of the survey, the Chi-Square test was utilized. The null hypothesis posited by this test stipulated that there exists no significant difference in the responses of the interviewees attributable to their varied socio-economic backgrounds. This hypothesis aims to determine whether the observed variations in responses across different demographic segments are statistically meaningful or merely the result of random variation. The employment of the Chi-Square test in this context is particularly apt, given its utility in analyzing categorical data to explore the relationships between variables. By testing the null hypothesis, the research seeks to uncover any statistically significant associations between socio-economic characteristics and opinions regarding educational management and its impact on local sustainable development. Should the null hypothesis be rejected, it would imply that the socio-economic attributes of the respondents do play a significant role in shaping their views on the survey's objectives, thereby offering critical insights into how different segments of the population perceive the link between education and sustainable development. This analytical rigor enhances the depth and validity of the study's findings, providing a robust foundation for subsequent discussions and policy considerations.

## 3. Results and discussion

In the demographic profiling of respondents for the study, age and gender emerged as foundational characteristics, facilitating a nuanced understanding of the population's engagement with educational systems. The age of participants was categorized into five distinct intervals: 18–25 years, 26–35 years, 36–45 years, 46–55 years, and over 55 years. Notably, the largest proportion of respondents fell within the 36–45 years age bracket, constituting 29.9% of the sample. This was closely followed by those in the 46–55 years interval, representing 23.8%, and the 26–35 years category, accounting for 20.4%. Such a distribution suggests a near-symmetrical age profile among the surveyed population, indicating a broad cross-section of adults' perspectives spanning from young adulthood to the senior years. Regarding the gender distribution of the respondents, the data revealed a pronounced discrepancy, with females comprising 56.1% of the sample, as opposed to 43.9% for males. This imbalance underscores a significant trend: the female demographic exhibits a greater degree of involvement with educational institutions, particularly in contexts where the education of children is concerned. This gender disparity may reflect broader societal roles and expectations, where women are often more engaged in the educational journeys of their offspring, or it could indicate a higher propensity among women to participate in studies related to educational practices and outcomes. The predominance of the 36–45 years age group in the sample could suggest that this demographic is particularly vested in educational matters, possibly due to having school-aged children or being in a life stage where education (be it their own or their children's) plays a pivotal role. The age distribution further implies that the sample effectively captures the views of individuals in their most economically active years, who are likely to have direct experiences and vested interests in the educational system's effectiveness and its implications for local sustainable development. This demographic analysis not only provides critical insights into the composition of the study's participants but also sets the stage for deeper exploration into how different segments of the population perceive and interact with the educational system. The higher participation rate of females could prompt further investigation into gender dynamics within educational engagement, while the age distribution offers a fertile ground for analyzing the varying educational priorities and experiences across different life stages.

The survey further categorized respondents based on their educational attainment, income levels, and residential environments, offering a comprehensive snapshot of the demographic landscape and its potential implications for educational engagement and perspectives on sustainable development.

*Educational attainment*: the distribution of education levels among respondents reveals a significant inclination towards higher education, with individuals holding bachelor's degrees constituting the largest segment at 42.1%. This is followed by those with master's degrees at 20.0% and high school diplomas at 24.4%. Notably, secondary school attendees and doctoral degree holders represent smaller fractions of the sample, at 4% and 0.6% respectively. This skew towards higher education among the respondents indicates

a sample with a considerable degree of academic exposure, which may influence their perceptions and interactions with the educational system and its role in sustainable development.

*Income Levels*: income distribution among participants showcases a majority falling within the middle-income brackets. The segment earning between 3001 and 4000 RON per month captures the largest share at 29.6%, closely followed by those earning between 2000 and 3000 RON at 27.4%. The data also reveal segments of the population at both lower and higher ends of the income spectrum, with 14.3% of respondents earning below 2000 lei, and a smaller proportion, 7.9%, earning above 5000 lei. This income-based analysis provides insight into the economic diversity of the study's participants, potentially correlating their financial status with their engagement and perspectives towards the educational system and sustainable development practices.

*Residence environment*: the division of respondents by their place of residence underscores a predominant urban dwellers' representation, accounting for approximately two-thirds of the total, compared to one-third residing in rural settings. This distinction suggests a stronger linkage or more direct interactions between families and educational institutions within urban environments, possibly reflecting the accessibility and availability of educational resources and opportunities in urban areas as compared to rural locales.

*The purpose of interviewing participants was to delve into their perspectives on the nexus between educational management and the advancement of local sustainable development.*

This exploration focused on understanding their views on nurturing the personal growth of the younger generation, the collective stance of families and educational institutions towards the imperative of sustainable development at the local level, and the dynamics of the school-family interface in child education. Questions four and five within the survey were specifically designed to gauge the respondents' sentiments towards the personal development of the youth and their inclination towards lifelong learning and self-education. To ascertain the impact of the respondents' socio-economic backgrounds on the younger generation's engagement with libraries and their participation in cultural and educational events, the Chi-Square statistical analysis was employed. The findings of this investigation are detailed in table no. 1.

**Table no. 1. Outcomes of the statistical significance assessment of participant characteristics in relation to the personal development of the younger generation**

| Characteristic | Visiting libraries | | Cultural and educational activities | |
|---|---|---|---|---|
| | Chi-Square statist. | Significance | Chi-Square statist. | Significance |
| Environment | 13.643 | 0.008 | 12.237 | 0.014 |
| Age | 25.367 | 0.083 | 60.439 | 0.000 |
| Education level | 20.877 | 0.172 | 12.710 | 0.682 |
| Income | 28.425 | 0.026 | 10.541 | 0.829 |
| Gender | 1.800 | 0.769 | 1.149 | 0.878 |

*Source: Developed by the author using SPSS*

Given that the significance values related to the variables—namely, the level of education in relation to library usage, as well as income and gender—exceeded the $\alpha=0.05$ threshold, the null hypothesis stands accepted for these characteristics. This suggests that these factors do not exert a statistically significant influence on the surveyed individuals' responses concerning the discussed topics. This methodical inquiry into the relationship between educational practices and sustainable local development aims to contribute to a deeper comprehension of how various elements of the educational ecosystem—encompassing individual, familial, and institutional roles—interact and align with the objectives of sustainable development within the community. The analytical approach adopted, underpinned by statistical rigor, offers insights into the intricate ways in which socio-economic factors may or may not shape community engagement in educational and cultural activities, thereby informing strategies for fostering a more sustainable and educationally engaged society. The examination of participant feedback, irrespective of their socio-economic backgrounds, on the role of reading and library visits in the personal development of the younger generation revealed insightful trends. Independently, only 36% of students show interest in these educational pursuits, with 15% engaging very frequently and an additional 21% often in library visits. Furthermore, educational institutions, through their curricular demands, succeed in motivating an additional 35% of students to engage with bibliographic resources. Considering these figures collectively, it is observed that 71% of students, whether through self-motivation or institutional encouragement, end up utilizing library services. Conversely, a concerning 29% of students exhibit minimal to no interest in library engagement—20% rarely and 9% never—posing potential detriments to their individual growth and, by extension, to the broader community. A nuanced comparison across residential settings reveals distinct patterns: the proportion of students frequently visiting libraries in rural locales stands at 16.2%, marginally

higher by 1.5 percentage points than their urban counterparts. However, the rate of library patronage among urban students is significantly higher at 24.2%, nearly doubling the figure noted in rural settings. Summarizing these observations (as detailed in table no. 2), the fraction of students who, on their own accord, frequent libraries at least often is higher in urban areas at 38.9%, as opposed to 30.8% in rural regions. This analysis underscores the variance in library visitation habits between urban and rural students, highlighting the critical role that both self-initiative and educational mandates play in fostering library engagement. Such trends not only reflect on the personal development avenues available to the youth but also point to the broader implications of these educational practices on community well-being and knowledge accessibility across different residential landscapes.

**Table no. 2. The influence of the residence environment and the income of those interviewed on the frequency of library use in student education**

| Characteristic | | The frequency of library consultation by students | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | Very often (monthly) | Often (quarterly) | When required by school | Rarely | Never |
| Rural | 35.7% | 16.2 | 14.5 | 35 | 18.8 | 15.4 |
| | | 16.2 | 30.8 | 65.8 | 84.6 | 100 |
| Urban | 64.3% | 14.7 | 24.2 | 35.5 | 20.9 | 4.7 |
| | | 14.7 | 38.9 | 74.4 | 95.3 | 100 |

*Source: Developed by the author using SPSS*

The analysis of library visitation habits among students demonstrates a concerning trend: a significant portion of students, both in rural and urban settings, seldom or never engage with libraries. In rural areas, this disengagement surpasses a third of the student population, combining 18.8% who very rarely visit and 15.4% who never do. Urban areas, though exhibiting a lower percentage, still present a notable 25.6% of students (20.9% very rarely + 4.7% never) disengaged from library activities. Focusing on the frequency of library attendance across different income categories, there's a varied picture: between 27.8% (for the income bracket of 3001-4000 lei) and 41.1% (for those earning between 2000 and 3000 lei), with a span of 13.3 percentage points. This spectrum encompasses those earning below 2000 RON (31.9%) and those between 4001-5000 RON (39.7%). A deeper dive into the data reveals stark disparities in self-motivated library visits among different income groups. Notably, the highest divergence is seen between individuals earning below 2000 RON (6.4%) and those within the 2000-3000 RON bracket (25.6%). Moreover, significant differences are observed in the propensity for quarterly library visits among income groups, with the highest frequency (25.5%) in the below 2000 RON category and the lowest (15.6%) among those earning 2000-3000 lei. Similar to the analysis by residential environment, the assessment across income groups suggests that educational curricula significantly supplement individual initiative in library engagement. Approximately one-third more students are brought into library interaction through school mandates across income levels, with percentages ranging from 28.9% in the 2000-3000 RON bracket to 44.4% for those earning between 3001-4000 RON. Consequently, the collective rate of library visits, whether self-initiated or school-directed, exceeds 70% for income brackets above 2000 lei. In contrast, for the sub-2000 RON income group, this total participation drops to 63.8%, pointing to higher instances of infrequent or non-existent library visits within this demographic. This study underscores the role of educational management in bolstering library engagement among students, highlighting a critical area for intervention to support the personal development of the younger generation. Additionally, participation in cultural and educational activities represents another essential facet of youth development, emphasizing the importance of broader exposure to community and regional heritage as integral components of holistic education.

**Conclusions**

Initiating from the imperative to discern community perspectives on local sustainable development for shaping the strategic directives of local and regional educational governance, the survey elucidated several positive and negative dimensions concerning the personal growth of the youth, resource conservation, and the educational engagement of children and students. It emerged that there is a concerted focus on the personal development of the younger generation, with a significant portion of students proactively engaging in library visits and cultural-educational activities for better community integration. However, the survey also unveiled that over a quarter of students eschew library consultations, a trend persisting even upon school directives, paralleling their participation in cultural and educational ventures. Particularly, lower

engagement rates were pronounced among children of parents aged between 25 and 45—who are more immersed in professional commitments—as well as among those from rural locales, signaling areas necessitating intensified educational management focus. Majority of respondents demonstrated a keenness towards conserving water and electricity, especially emphasizing the reduction of electricity usage. The survey indicated that perceptions regarding sustainable practices vary across age groups and educational levels, with those above 35 and with higher educational attainment exhibiting heightened resource conservation awareness, underscoring the education level's influence on sustainable development consciousness. The survey also revealed a broad commitment within households towards resource savings and environmental stewardship, including waste segregation, advocating for an educational strategy that not only elevates student awareness but also encompasses community-wide enlightenment. On examining the schools' role through educational management in promoting local sustainable development, only a third of respondents expressed satisfaction with the current level of school engagement in environmental protection activities, which were noted to be infrequent, happening no more than twice annually according to two-thirds of participants. Differences in attitudes towards practical sustainability education activities, interactions with local leaders, and the drafting of sustainable development proposals were discernible across urban-rural divides and age groups. Urban residents displayed a keener interest in student participation in green space maintenance and heritage exploration trips, while younger demographics showed a robust inclination towards engaging with local development planning, accentuating their vested interest in community sustainability. The assessment of educational management's role in children's education revealed that over half of the respondents were satisfied with the quality of educational initiatives directed towards sustainable development, with the 26-45 age cohort expressing the highest satisfaction levels. A prevailing belief among respondents was the equal importance of school and family in student education, a sentiment that amplifies with increasing educational attainment.

In summary, the tripartite synergy between family, educational management, and the local community is paramount for the sustainable evolution of local and regional societies. The majority of participants underscored the comprehensive attention devoted to the younger generation's personal development through sustainable practices tailored to local idiosyncrasies. The pivotal role of schools, via educational management, in elucidating sustainable development concepts, fostering awareness, and mobilizing youth participation in sustainability endeavors is unequivocally highlighted, marking a critical pathway towards embedding sustainable development deeply within community ethos.

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