

EVALUATION OF SUBJECTIVE WELL-BEING AND QUALITY OF LIFE ACCORDING TO SCHOOL ADMINISTRATORS WITHIN THE SCOPE OF SUSTAINABLE DEVELOPMENT GOALS IN EDUCATION

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This qualitative study examines how school administrators evaluate subjective well-being and quality of life within the framework of Sustainable Development Goals (SDGs) in education. Drawing upon data collected through semi-structured interviews with twenty administrators, the study explores school-based strategies, challenges, and policy practices related to promoting students' physical and mental well-being. Thematic analysis revealed four major themes: (1) integration of SDGs into school culture, (2) strategies to enhance student well-being, (3) structural and socio-economic barriers, and (4) recommendations for sustainable educational practices. Findings emphasize the need for multi-stakeholder collaboration, particularly with families and the provision of psychological support, effective time management, and strategic leadership by school administrators. The study contributes to the understanding of how school management can operationalize global sustainability goals at the local level to foster equitable, healthy, and inclusive school environments.

Keywords: sustainable development goals; well-being; quality of life; school administrators; educational environment; inclusive policy.

INTRODUCTION

The physical and psychological well-being of students has become a central concern in shaping the quality of education in contemporary school environments.

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A healthy and prosperous life is not only essential for academic success but also for students' emotional, social, and behavioural development. Recent literature emphasizes that children require a balanced diet, regular physical activity, effective stress management, and adequate psychological support to engage fully in the learning process (Ayık and Ataş-Akdemir 2016; Sarı 2012). When schools fail to address these foundational needs, students' academic participation and long-term well-being are negatively impacted.

The Sustainable Development Goals (SDGs), adopted by the United Nations in 2015, highlight the interdependence between health, education, and quality of life. Goals such as SDG 3 (Good Health and Well-being) and SDG 4 (Quality Education) emphasize the creation of inclusive and supportive learning environments that promote student well-being. Schools, as institutions that shape children's early developmental experiences, are key sites for operationalizing these global goals at the local level. In this context, the role of school administrators becomes crucial. Their perceptions, leadership strategies, and policy decisions significantly influence how well-being and sustainability are integrated into the school life.

Although many studies address health and well-being from a medical or psychological perspective, research that explores these concepts through the lens of school management and educational leadership remains limited. Especially in small-scale education systems, localized insights into how administrators approach sustainable development practices are both timely and essential.

This study addresses this gap by investigating how school administrators evaluate and implement strategies related to the subjective well-being and quality of life within the framework of SDGs. Through qualitative methods and thematic analysis of interview data, the study aims to uncover school-based practices, existing challenges, and future opportunities for promoting healthy and sustainable educational environments.

THEORETICAL FRAMEWORK

Subjective Well-Being and Quality of Life in Educational Settings

Subjective well-being refers to individuals' self-perceived physical and psychological health, emotional satisfaction, and sense of purpose (Kılıçcı 2000; Ural 2002), and has also been increasingly emphasized as a key indicator in international well-being research (OECD 2019). In the school context, well-being encompasses both students' personal development and their ability to interact positively with their peers, teachers, and the school environment (Sarı 2012). A high-quality school life includes not only academic achievement but also the promotion of emotional resilience, social cohesion, and mental health support.

International large-scale assessments, such as PISA, have placed a growing emphasis on students' subjective well-being alongside academic outcomes. For instance, the 2018 PISA Well-Being module revealed that students' sense of belonging, life satisfaction, and meaning in life vary significantly across countries (OECD 2021). These dimensions highlight the importance of integrating emotional and psychological support into school systems globally. The present study builds on this international emphasis by examining how school administrators localize well-being strategies in their specific contexts.

Theoretical Models of Well-Being in Educational Contexts

Several theoretical frameworks guide the study of well-being in schools. One prominent model is Seligman's PERMA framework, which outlines five core elements of well-being: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (Seligman 2011). This model has been adapted in many educational studies to assess students' psychological and academic flourishing. In this study, components of the PERMA model inform the interpretation of school-based practices that promote emotional safety and a sense of belonging.

Seligman's (2011) PERMA model, which has been adopted in countries such as Australia, Finland, and the UK, has informed school-level well-being interventions through whole-school approaches that emphasize both emotional and academic flourishing.

Educational researchers have conceptualized subjective well-being through multiple frameworks, including hedonic (pleasure-based) and eudaimonic (meaning-based) perspectives (Ryan and Deci 2001). The hedonic approach emphasizes life satisfaction and emotional experiences, while the eudaimonic perspective stresses the fulfilment of potential and psychological functioning. Both perspectives inform this study, as it explores how school environments can nurture both emotional safety and purposeful engagement.

Recent international reviews have also highlighted the strong connection between school climate and student well-being. For example, Wang and Degol's (2016) meta-synthesis demonstrates that dimensions such as academic support, safety, and teacher – student relationships significantly predict psychological well-being, motivation, and achievement across diverse educational contexts. These findings reinforce the relevance of both hedonic and eudaimonic approaches in evaluating well-being within schools.

In alignment with broader health-oriented definitions, the World Health Organization frames well-being as a condition in which individuals can realize their abilities, handle everyday life stressors, work effectively, and contribute meaningfully to their communities (World Health Organization 2005). This definition reinforces the comprehensive nature of well-being emphasized throughout this study and situates school-based interventions within a broader socio-health perspective. Within this framework, the role of schools is vital in

equipping students with the necessary physical, psychological, and social competencies to assist the healthy progression of academic life.

In educational literature, quality of life is also approached as a multidimensional concept that includes academic satisfaction, interpersonal relations, school climate, participation in decision-making, and access to support services (Felce and Perry 1995; Veenhoven 2002). These dimensions align closely with the thematic categories of this study's interview questions, such as environmental conditions, physical safety, and psychosocial support, thus allowing for theoretical consistency between the literature and data analysis.

Linking Literature to the Analytical Framework

The themes derived from the data in this study such as psychological support, inclusive practices, and environmental quality are consistent with indicators frequently used in well-being measurement tools (*e.g.*, KIDSCREEN, PISA Well-Being Module). By grounding these themes in validated constructs, the study ensures theoretical alignment between qualitative data and international research benchmarks (OECD 2019; Ravens-Sieberer *et al.* 2005).

The thematic alignment of this study also resonates with international findings. For instance, Arslan and Allen (2021) demonstrate that students' sense of belonging significantly predicts mental well-being and resilience in cross-cultural settings, highlighting the universal value of psychological safety in educational institutions.

Additionally, equity and inclusion are critical dimensions of well-being that intersect with students' identities, including socio-economic status, gender, disability, and migration background. International frameworks such as the OECD's Future of Education and Skills project highlight the need to consider these intersectional factors when designing school-based support systems (OECD 2018). These insights also inform this study's thematic emphasis on inclusive policies, differentiated support structures, and equal participation in school life.

The identified themes also align with international well-being measurement instruments such as the KIDSCREEN-10 Index and PISA's Well-Being Module, which highlight domains including psychological well-being, school climate, and peer relationships (Ravens-Sieberer *et al.* 2005; OECD 2019).

Sustainable Development Goals and Education

The Sustainable Development Goals (SDGs) adopted by the United Nations present an integrated framework addressing health (Goal 3) and quality education (Goal 4) as mutually reinforcing pillars. These goals aim to ensure inclusive and equitable education, while also promoting lifelong learning opportunities and holistic development.

In the context of education, SDG 4.7 explicitly emphasizes the need for learners to acquire the knowledge and skills necessary to promote sustainable development, including through education that fosters sustainable lifestyles, respect for human rights, gender equality, and global citizenship (UNESCO 2020). Schools are expected to play a transformative role in embedding sustainability principles into curricula, school culture, and management practices.

UNESCO (2020) emphasizes that sustainable education must permeate institutional governance, curriculum design, and pedagogical culture, which supports the practices described by school administrators in this study.

In addition, the SDGs highlight the need to address both the effectiveness of content delivery and the broader dimensions of institutional culture and governance. Research conducted by Barr and Saltmarsh (2014) shows that schools that integrate environmental sustainability, equity, and well-being into their vision and strategic planning report better outcomes in student engagement and staff morale. This supports the notion that sustainability is not an add-on, but an embedded framework for educational excellence.

Global policy discourse also increasingly emphasizes emotional well-being as a central pillar of sustainable development. According to UNICEF (2022), investing in school-based mental health and psychosocial services is critical for achieving SDG 3 and SDG 4, particularly in post-pandemic recovery processes.

Emerging Global Discourses on Educational Leadership and Well-Being

Beyond national contexts, international frameworks now emphasize the role of school leadership in creating emotionally safe and sustainable schools. UNESCO (2021) identifies “whole-school approaches” as key to integrating well-being into institutional culture. This includes leadership that fosters participatory governance, staff well-being, and student voice in the policy-making process.

International research supports that transformational leadership and distributed leadership models, when applied in educational settings, foster sustainable practices and shared ownership among staff (Leithwood and Jantzi 2000).

School climate and student voice have also been shown to play pivotal roles in shaping educational experiences that foster subjective well-being. Research conducted by Cohen, McCabe, Michelli, and Pickeral (2009) suggests that positive interpersonal relationships, democratic participation, and respect for student agency are core components of emotionally supportive and high-quality learning environments. These elements are closely aligned with the “Relationships” and “Engagement” dimensions of the PERMA model, supporting the implementation of SDG 4 goals at the school level.

Role of School Administrators in Promoting Well-Being and Sustainability

School administrators are strategic actors in fostering environments that support well-being and sustainability. Their leadership shapes school climate, defines institutional priorities, and mobilizes resources for the student support services, family engagement, and inclusive policy implementation (Demirci 2014; Ayık and Ataş-Akdemir 2016). Administrators' perceptions and competencies in sustainable development are instrumental in localizing global goals and integrating them into school management.

This perspective is further supported by Leithwood, Harris, and Hopkins (2020), who argue that successful school leadership in the 21st century must prioritize well-being, professional collaboration, and adaptive expertise to address complex challenges such as equity, sustainability, and student agency.

International literature on school leadership emphasizes transformational and distributed leadership as key approaches for cultivating inclusive and sustainable school environments (Leithwood, Harris, and Hopkins 2020). These models advocate for shared decision-making, empathy-driven policy, and professional collaboration. Findings from this study also align with these principles, revealing administrators' efforts to foster well-being through collective leadership and staff engagement.

Leadership theories such as transformational leadership and distributed leadership offer valuable insights into how school leaders can foster inclusive and sustainable environments (Leithwood and Jantzi 2000; Spillane 2005). In this context, administrators who model empathy, collaborative decision-making, and proactive health policies are better positioned to promote both subjective well-being and institutional sustainability.

This study is grounded in the understanding that effective educational leadership requires not only administrative competence but also an empathetic, inclusive, and future-oriented vision, particularly when addressing students' well-being and sustainable development at the school level.

METHOD

Research Design

This study employed a qualitative research design, utilizing an interpretive approach, aimed at exploring school administrators' subjective evaluations of student well-being and quality of life within the context of the Sustainable Development Goals (SDGs). The interpretive design was chosen to gain in-depth insights into administrators' personal perceptions, practices, and challenges. Unlike structured quantitative tools, this design enabled participants to express their

experiences and beliefs in their own terms, thereby uncovering rich and nuanced data related to human-centered and policy-driven educational processes.

Research Objectives and Questions

The main objective of the study was to evaluate how school administrators conceptualize and implement practices related to healthy and quality living in education through the lens of sustainability. The following questions guided the research:

1. How do school administrators interpret the role of students' physical and psychological well-being in shaping sustainable school environments?
2. What practices or strategies are employed by administrators to support health and well-being within the school setting?
3. What are the key challenges administrators face in promoting well-being and sustainability?
4. How do the interview findings contribute to understanding the connection between student well-being and quality education?

Participants and Sampling

The study was conducted in December 2024 with twenty school administrators working at different educational levels (primary and secondary). The purposive sampling method was employed to ensure diversity across variables, including type of institution (public/private), geographical region (urban/rural), gender, age, and years of professional experience.

DATA COLLECTION INSTRUMENTS AND PROCEDURE

Interview Guide Structure

The semi-structured interview guide was developed based on a review of the literature on subjective well-being, quality of life, and sustainable education. Questions were framed to explore school administrators' perceptions, experiences, and practices related to student well-being and sustainable development.

The interview guide included the following thematic areas:

1. School Environment and Infrastructure: Questions focused on physical school conditions, safety measures, and facilities that support students' physical and psychological health.
2. Psychosocial Support Services: Participants were asked about counseling, mental health programs, and support mechanisms available to students.

3. **Healthy Living and Life Skills Education:** This theme explored how schools promote nutrition, physical activity, and life skills related to health and well-being.

4. **Inclusive Education Practices:** Questions addressed support for disadvantaged students, equity in access to services, and inclusive pedagogical strategies.

5. **Administrative Policies and Strategic Planning:** This section examined how well-being and sustainability are reflected in school management and long-term vision documents.

All interviews were conducted on a one-to-one basis using a semi-structured format, which allowed for follow-up questions and clarification of participants' responses. A total of twenty school administrators took part in the study, representing both public and private institutions at preschool and primary education levels. Of these, eleven interviews were conducted face-to-face at the participants' schools, while nine were conducted online via secure videoconferencing platforms. The decision to use a combination of face-to-face and online interviews was based on the geographical dispersion of participants and time constraints, which made in-person meetings impractical in certain cases. This mixed approach increased participation without reducing the depth and quality of the data. Ethical considerations were also observed: informed consent was obtained from all participants, anonymity was guaranteed, and confidentiality was strictly maintained throughout the research process.

DATA ANALYSIS

The data were analysed using thematic analysis based on Braun and Clarke's (2019) six-phase framework. This included familiarization with the data, generation of initial codes, searching for and reviewing themes, and defining these themes with illustrative quotes from the participants. Triangulation was ensured by combining field notes, direct participant quotations, and comparison with relevant literature. To enhance credibility, the researcher-maintained reflexivity and transparency in coding throughout the process.

THEME DEVELOPMENT AND PRESENTATION

Thematic analysis led to the identification of five main themes, each reflecting a critical aspect of school administrators' perspectives on well-being and sustainable school environments:

1. **Incorporation of Sustainable Development Goals into Educational Settings**
 - Awareness-raising events and projects (f = 7)
 - Integration of sustainability topics into the curriculum (f = 5)
 - Community and family engagement in sustainability efforts (f = 4)

2. Psychosocial Support and Mental Health
 - Availability of school counsellors
 - Recognition of students' emotional needs
 - Strategies for stress reduction and resilience
3. Physical and Environmental Safety
 - Infrastructure adequacy
 - Cleanliness and hygiene standards
 - Emergency preparedness
4. Inclusive Practices and Equity
 - Support for students with disadvantaged backgrounds
 - Policies addressing discrimination and accessibility
 - Inclusive school climate
5. Health Promotion and Lifestyle Habits
 - Nutritional education and food services
 - Physical activity programs
 - Health monitoring and education

Each theme was illustrated with direct quotations from participants to preserve the authenticity of their perspectives and enhance the depth of interpretation. The structure of the themes also aligns with international frameworks such as SDG 3 and SDG 4.7, ensuring analytical coherence between the data and the broader literature on school well-being and sustainability.

Theme 1: Incorporation of Sustainable Development Goals into Educational Settings

Participants reported multiple practices aimed at integrating Sustainable Development Goals (SDGs) into school life. The most emphasized sub-theme was organizing awareness-raising seminars, events, and projects ($f = 7$). Other strategies included incorporating environmental awareness, recycling, and energy-saving topics into the curriculum ($f = 5$) and engaging families and local communities in school-based sustainability activities ($f = 4$).

One administrator (G14) emphasized family inclusion, stating:

“We organize monthly events that involve families. This way, parents and children engage in joint learning and awareness creation within the school environment”.

Another participant (G6) linked sustainability to school culture:

“We aim to instil sustainable behaviour patterns through daily routines, school breaks, and classroom interactions”.

These findings indicate that administrators perceive sustainability as a multifaceted concept that must be integrated into both curricular content and

school-wide practices. The emphasis on community collaboration and behavioural transformation aligns with SDG 4.7, which promotes education for sustainable lifestyles.

Research from diverse contexts has shown that family engagement is a critical determinant of student well-being and educational equity. In countries such as Canada and New Zealand, schools adopt holistic partnership models that involve parents in curriculum decisions, school governance, and mental health awareness programs (Epstein 2018; OECD 2019). The participants in this study expressed challenges in fostering family participation, underscoring the need for contextually relevant but internationally informed engagement strategies.

Table no. 1

Integration of Sustainable Development Goals into Educational Settings

Category	Themes	Frequency (f)
Integration of SDGs in schools	Awareness through seminars, events, and projects	7
	Including environmental topics in the curriculum	5
	Organizing family and community-based sustainability activities	4

Source: Author's elaboration based on interview data.

Theme 2: Supporting Student Well-Being in Schools

Participants emphasized various strategies implemented in schools to enhance student well-being. The most frequently cited approach was the provision of psychological counselling and guidance services ($f = 6$). Other notable strategies included improving the physical school environment ($f = 5$) and promoting healthy nutrition and regular physical activity ($f = 4$).

One administrator (G5) highlighted the comprehensive approach taken: “We organize counselling sessions, sports activities, healthy nutrition programs, and workshops on stress management”. Another administrator (G10) underlined the importance of the physical setting: “We prioritize school hygiene, heating-cooling systems, and adequate learning-play areas to support well-being”.

These findings reveal that well-being is perceived as a multidimensional construct, requiring emotional, physical, and environmental interventions. Administrators acknowledged that without supportive environments, students struggle to engage fully in learning. This aligns with the current study's emphasis on the interdependence between school infrastructure, mental health services, and academic outcomes, as revealed through participants' reflections on the psychosocial and physical conditions shaping students' educational experiences.

Table no. 2

Strategies to Support Student Well-Being

Category	Themes	Frequency (f)
Student well-being support	Psychological counselling and guidance	6
	Improving the physical school environment	5
	Promoting physical activity and nutrition	4

Source: Author's elaboration based on interview data.

Theme 3: Challenges in Promoting Sustainable Well-Being in Education

Participants reported several key barriers to implementing sustainable well-being initiatives in schools. The most cited challenge was the lack of family support and engagement ($f = 5$). This was followed by limited financial resources ($f = 4$), increased behavioural and social problems among students ($f = 4$), and a lack of awareness among stakeholders ($f = 3$).

One administrator (G3) stated: "The biggest obstacle is the lack of family support. When parents avoid collaboration, it seriously undermines our efforts". Another administrator (G20) noted rising behavioural issues: "Student behavioural problems have intensified since the pandemic. Bullying and lack of discipline are more common now".

Participants emphasized that sustainable well-being cannot be achieved solely through school efforts. Family involvement, socio-economic equity, and behavioural regulation emerged as interconnected needs. The findings suggest that without addressing these broader systemic issues, isolated well-being initiatives risk being unsustainable. This study contributes to the literature by demonstrating that school-based interventions must be supported by intersectoral collaboration, particularly with families, local governments, and health services, to ensure continuity and effectiveness. Such a holistic approach echoes recent international studies highlighting that multi-actor engagement is critical for embedding well-being into educational ecosystems (e.g., Sørensen *et al.* 2023).

Table no. 3

Challenges in Promoting Sustainable Well-Being in Schools

Category	Themes	Frequency (f)
Implementation Barriers	Lack of family support	5
	Limited financial resources	4
	Increase in behavioural/social problems	4
	Lack of awareness among stakeholders	3

Source: Author's elaboration based on interview data.

Theme 4: Strategies Adopted to Overcome Challenges in Promoting Sustainable Well-Being

Participants proposed various strategies to address the barriers encountered in promoting sustainable student well-being. The most cited strategy was time management, planning, and teacher support ($f = 6$; 30%), followed by guidance and counselling services ($f = 5$) and strengthening communication and cooperation with families ($f = 4$).

An administrator (G8) stated: “We plan ahead and ensure all necessary materials are available on time to improve the effectiveness of our activities”. Another (G12) emphasized collaboration: “We conduct group meetings with teachers to evaluate activity effectiveness and gather their opinions”.

Participants highlighted that active teacher participation, early planning, and family inclusion in education are essential for long-term sustainability. The findings suggest that supportive leadership and inclusive decision-making processes can strengthen well-being-focused school cultures and promote more collaborative environments.

Table no. 4.

Strategies Adopted to Overcome Well-Being Challenges

Category	Themes	Frequency (f)
Response Strategies	Time management, planning, teacher support	6
	Guidance and counselling services	5
	Family communication and cooperation	4

Source: Author's elaboration based on interview data.

This study explored school administrators' evaluations and practices related to student well-being and quality of life within the framework of Sustainable Development Goals (SDGs). The findings suggest that Administrators interpret well-being as a multidimensional concept involving emotional, physical, environmental, and institutional dimensions.

The first theme revealed that administrators actively incorporate SDGs into school life, especially through awareness activities, family-involved projects, and the integration of sustainability topics into the curriculum. This aligns with SDG 4.7, which promotes education for sustainable lifestyles and global citizenship (UNESCO 2020). These practices suggest that administrators are not only aware of SDGs but also actively seek ways to localize them within their school culture.

The second theme demonstrated that psychological counselling, environmental enhancements, and physical well-being programs are central to improving student outcomes. These strategies confirm existing research that emphasizes the strong link between students' mental health and their academic and

social engagement (Sarı 2012; Ayık and Ataş-Akdemir 2016). However, it was also noted that these efforts are often implemented within the constraints of limited resources and curricular pressures, potentially limiting their long-term impact. In the third theme, administrators reported key challenges such as a lack of family engagement, behavioural problems, economic constraints, and limited awareness. These findings highlight that sustainable well-being requires support beyond the school system. Family involvement, social equity, and behavioural regulation appear as interconnected structural needs that must be addressed holistically.

The fourth theme identified planning, collaboration, and teacher support as essential strategies. Administrators emphasized the importance of participatory leadership, teacher involvement, and ongoing communication with families in achieving well-being goals. These reflections mirror the broader literature on inclusive and distributed leadership models in educational change.

Overall, the study contributes to understanding how school-level actors perceive and operationalize well-being and sustainability goals. Unlike many existing studies that approach well-being from a psychological or health-based perspective, this research emphasizes the role of school leadership and policy decisions in shaping daily educational experiences. The context-specific findings also offer practical insights for educational policymakers in similar small-scale systems.

DISCUSSION

This study explored how school administrators conceptualize and implement student well-being and sustainability practices within the framework of the Sustainable Development Goals (SDGs). The thematic analysis revealed that administrators perceive well-being not as a standalone intervention but as a multidimensional and continuous process embedded in school culture, infrastructure, psychosocial services, and inclusive practices.

Encouraging teacher voice and participation in well-being initiatives has been highlighted as a key driver of sustainable change. Sahlberg and Hargreaves (2020) emphasize that collaborative professionalism among educators fosters systemic improvement, emotional resilience, and collective efficacy within schools.

The findings support the idea that subjective well-being includes emotional support systems, safe and healthy physical environments, participatory decision-making, and equitable access to resources echoing prior literature on hedonic and eudaimonic frameworks (Ryan and Deci 2001) and the PERMA model (Seligman 2011). The integration of themes such as psychological support, family engagement, and inclusive strategies corresponds with indicators used in international frameworks such as OECD and UNESCO, affirming that the research questions were theoretically and analytically aligned with global standards.

The findings of this study reflect broader international trends that emphasize the integration of well-being into core educational structures (OECD 2021; UNESCO 2021). The alignment between administrators' practices and frameworks such as SDG 4.7 and the PERMA model suggests that even in localized school contexts, global educational discourses influence leadership priorities and student support mechanisms.

As mentioned throughout the research, the concepts of student well-being and school quality have gained global significance in educational policy and research. According to the OECD (2019), emotional, psychological, and social dimensions of student life are integral to measuring educational success beyond academic scores.

However, despite the commitment of school administrators, the findings also revealed various systemic challenges. These include limited family cooperation, insufficient guidance services, lack of teacher involvement in the planning process, and budgetary constraints, which collectively hinder sustainable and equitable well-being initiatives. These barriers align with prior research indicating that systemic and contextual factors significantly shape the implementation of SDG-based reforms (Barr and Saltmarsh 2014; UNESCO 2021).

PRACTICE-BASED IMPLICATIONS

Based on the empirical themes and supported by literature, several actionable implications arise:

1. **Well-being-oriented Leadership Development:** There is a need to embed student well-being into leadership preparation programs and educational policy frameworks to institutionalize a culture of care and sustainability in schools.
2. **Family Engagement Strategies:** Strengthening home-school cooperation through regular seminars, joint events, and communication platforms may alleviate some of the resistance administrators face from families.
3. **Expansion of Guidance Services:** Policy initiatives should ensure the availability of school psychologists or counselors in all educational institutions, especially in disadvantaged areas.
4. **Teacher Participation in Decision-Making:** Encouraging teacher involvement in planning and evaluating health and well-being activities enhances sustainability and legitimacy of such initiatives.
5. **Equity in Educational Resources:** Addressing infrastructural and funding disparities across school types is critical to achieving sustainable improvements in student well-being.
6. **Curriculum Reforms for SDG Awareness:** Embedding SDG-related themes into formal curricula and co-curricular projects can help cultivate long-term awareness and behavioral change among students.

CONCLUSION

This study explored how school administrators conceptualize and implement practices related to student well-being and sustainability within the framework of the Sustainable Development Goals. The findings reveal that administrators perceive well-being as a multidimensional construct encompassing psychological support, physical conditions, socio-emotional development, and inclusive practices. They also recognize sustainability not as a separate policy area, but as an integral part of school culture, curriculum, and community engagement.

The study highlights the significance of leadership in shaping sustainable school environments. Administrators act not only as implementers of policy but also as agents of change who adapt global priorities to the local realities of their schools. Despite the limitations posed by financial constraints, institutional rigidity, and limited parental involvement, participants showed initiative in promoting well-being-oriented and sustainability-aligned strategies.

Thematic analysis of the interviews also emphasized that isolated interventions are not sufficient. Well-being cannot be sustained without addressing broader systemic issues such as equity of access, socio-economic disparities, and community partnerships. This reinforces the idea that sustainable well-being in schools requires long-term, collaborative, and multi-level efforts rather than short-term or fragmented programs.

In summary, this research contributes to the growing literature on educational leadership by demonstrating how school administrators bridge global goals with local needs. It offers practical insights into the conditions, barriers, and opportunities for embedding well-being and sustainability into everyday school practices. These insights are particularly valuable for policymakers, school leaders, and educators seeking to develop more inclusive, resilient, and forward-looking educational systems.

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Acest studiu calitativ examinează modul în care directorii de școală evaluează bunăstarea subiectivă și calitatea vieții în cadrul Obiectivelor de Dezvoltare Durabilă (ODD) în educație. Bazându-se pe date colectate prin interviuri semi-structurate cu douăzeci de directori, studiul explorează strategiile școlare, provocările și practicile de politică educațională legate de promovarea bunăstării fizice și mentale a elevilor. Analiza tematică a evidențiat patru teme majore: (1) integrarea ODD în cultura școlară, (2) strategii pentru îmbunătățirea bunăstării elevilor, (3) bariere structurale și socio-economice și (4) recomandări pentru practici educaționale durabile. Rezultatele subliniază necesitatea unei colaborări între mai mulți factori implicați, în special cu familiile, precum și importanța oferirii de sprijin psihologic, a unei gestionări eficiente a timpului și a unui leadership strategic din partea administratorilor școlari. Studiul contribuie la înțelegerea modului în care managementul școlar poate transpune obiectivele globale de durabilitate la nivel local pentru a promova medii școlare echitabile, sănătoase și incluzive.

Cuvinte-cheie: obiective de dezvoltare durabilă; bunăstare; calitatea vieții; manageri școlari; mediu educațional; politică incluzivă.

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