
Empowering Students for Sustainable Development: The Vital Role of Environmental Education in School Curricula

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Abstract

Environmental education is now a hot topic that is featured in most of the curricula so as to incorporate sustainability and enable the students to positively respond to the complex environmental problems. The following mixed-methods study examines the introduction of environmental education in the school curriculum, in particular, its meaning, the methods, the outcomes and the challenges. The data from our survey of 250 participants shows that the majority of people believe environmental education is important because it helps to increase environmental awareness, develop critical thinking skills, promote sustainable behavior, and as well as improve academic performances. Some of the pedagogical tools such as experiential learning and project-based learning are found to be most efficacious for learning environmental education. Nevertheless, some problems like not enough funds / materials and lack of teacher training are on the way of the successful implementation of the policy. The qualitative data from the interview of 20 participants provided deep insights on curriculum design, pedagogical techniques, problems, and enhancement measures. Suggestions include having resources/materials given, providing teachers with training, and collaborating community partners. In addition to challenges, we can still suggest both targeted interventions and collaborative efforts to enhance the environmental education effectiveness. In essence, this research provides fuel for the discussion on education for sustainable development, drawing attention to the invaluable role of environmental education in school curricula which, in turn makes students the problem solvers that future sustainability challenges need them to be.

Keywords: *Students, Sustainable Development, Environmental Education, Schools, Curricula, Sustainability*

1. Introduction

In the era of a more and more interconnected and environmentally embattled world, the meaning of environmental education within school curricula cannot be underscored enough. Environmental education is a multi-down-pronged approach focused on environmental literacy, sustainable lifestyles, and a community sense of ecological stewardship.

1.1. Background Information

Environmental education, that emphasizes the interrelatedness of human with their natural environment, entails a whole host of learning activities which aim at deepening comprehension, inculcating appreciation, and catalyzing action for environmental wellbeing. Scholars including Fang, Hassan, and LePage (2022) emphasize the interrelatedness of societal, environmental, and economic pillars, pushing for integrated approaches capable of dealing with the multifaceted concerns of sustainability. Nevertheless, although the vital role of holistic environmental education is obvious, there are remaining drawbacks in the incorporation of environmental issues into the school curriculum. Research conducted by Tanriverdi (2009) and Kimiti and Kipkoech (2015) revealed the inequalities on the presentation of environmental issues across the various disciplines that showed the need of a more unified and integrated approach to environmental education.

1.2. Problem Statement

One of the multiple problems which we face while implementing of environmental education into curricula of schools is the curriculum restrictions and lack of resources, training teachers, and support of administrative staff on this level. Chatzifotiou (2006) pinpoints some of the problems that hamper the successful implementation of EE like a long curriculum and lack of preparation on the side of teachers. Similarly, Lappa and his colleagues [Kyparissos and Paraskevopoulos (2017)] mention that the provision of environmental education is unequal and in the special education settings the environmental problems are ignored despite their significance in contributing to the development of environmental understanding and integration. As a result, there is an immediate need to conduct researches on alternative practices and best strategies for integrating environmental education into the school system to effectively address the highlighted challenges.

1.3. Research Significance

This research has many repercussions for the formulation of educational policy, management, educators, and all stakeholders involved in environmental activity. This study aspires to fill the gap through a comprehensive analysis including exploring literature, methods, results, and recommendations to grant valuable insights into the vital role played by environmental education in cultivating students who are environmentally aware and capable of taking on the environmental challenges. The outcome of the research study reveals the implementation of evidenced-based strategies and programs to better the integration of environmental education into school curriculums, which will instill sustainability outcomes and produce environmentally conscious citizens. Furthermore, by tackling problems and utilizing opportunities in environment education

this research leads to the bigger conversation about the need for education for sustainable development and environmental stewardship through which transformation in practice of education and of society related to the natural environment can be achieved.

2. Literature Review

2.1. Environmental Education Concepts and Frameworks

Environmental education can be viewed as a multilayered tool directed at promoting environmental competence as well as long-lasting sustainable behaviors within individuals and communities. Fang et al. (2022) points out the role of environmental education as the fundamental instrument when combating global environmental problems. The framework put forward by Fang et al. emphasizes the interlinking nature of ecological, social, and economic spheres that points to the need for an overall approach in enviro-educational projects.

Moreover, Tanriverdi (2009) carried out a wide-ranging research of a primary school curriculum relating to the teaching of sustainable environmental education. Research has traced the inconsistency in coverage of the environmental content across academic disciplines, with many subject areas lacking integration into practical applications and experiential learning opportunities. Tanriverdi's study points to the significance of developing curriculum objectives about ecological sustainability, otherwise environmental problems will be confused in the educational context.

In another study, Vincent and Focht (2011) highlight the interdisciplinary practice of environmental education stressing also the integrative approach that brings together different disciplines. Their study shows the role which learning in the field and designing curricula promote multi-disciplinary cooperation. This supports the development of relations between different fields and students will be able to contribute to the resolution of environmental issues by using a comprehensive approach to problem-solving.

Yarkandi (2012) extends the discussion by outlining how environmental education has to become an integral part of school curricula. The author through qualitative research does deep analysis and identifies areas for development pointing them out as teacher training, curriculum development and community engagement. The study reiterates the contribution of in academic reforms through environmental education to sustainable development.

2.2. The Importance of Environmental Education in School Curricula

The environmental education that is bound within school programs has the important role of molding students' thoughts, values, and actions towards the environment. Through her work (2003) Heck exposes the changes in environmental education policies and practises that Australian schools have undergone. Heck proposes that environmental knowledge be interspersed in many subjects in order to address coverage and practicality problems.

In addition, Hungerford et al. (2010) define objectives in curriculum development for environmental education that emphasize the development of environmental literacy and fostering of responsible citizenship. The authors underscore the roles of experiential learning, critical

thinking skills, and participatory methods in the environmental education programs. Teachers can achieve this by tying their curriculum goals with sustainable development targets and allow learners to become active agents for change in their own communities.

In their study, Kimiti and Kipkoech (2015) point out how the themes on environmental education should be integrated into the school curriculum in Kenya. The qualitative analysis of the current practices challenges the contributions of the local environment issues and indigenous knowledge to education initiatives that are highlighted. Kimiti and Kipkoech see the reform of curricula as one of the key factors contributing to environment conservation and development of sustainable school system in Kenya.

Another research by Payne (2006) elaborates on the connection between environmental education and curriculum theory, encouraging a critical educational standpoint that challenges traditional understanding and creates a new transformative learning approach. Payne's work stresses the necessity of environmental justice orientation as well as participatory design in the curriculum development. Educators can foster a deeper environmental comprehension among students by involving them in practical discussions and action-based projects and facilitate the development of collective agency for social change.

2.3.Challenges and Opportunities in Implementing Environmental Education

Through its acknowledged significance, embedding environmental education in the school curriculum is being met with many challenges and opportunities. Chatzifotiou (2006) deals with the link between environmental education, national curriculum frameworks and primary school teachers' practices in England. The research pinpoints obstacles like curriculum overload, lack of teacher training, and scarcity of resources that tend to obstruct the integration. However, Chatzifotiou points out that PBL and community partnerships can be used to help to make environmental education more impactful and real in the lives of those who participate in them.

Lappa, Kyparissos and Paraskevopoulos (2017) analyze environmental education in special schools by involving the teachers of special education. Analyzing the data, it becomes clear that environmental content has not been fully integrated into the special education curriculum, despite one and all knowing that environmental education is the best way to encourage different student communities to become environmentally aware. Lappa and all highlight inclusive policies that are convenient for the students with special needs and environmental education as a key for social inclusion and efficiency.

The effect of water education used in school curriculum on children's understanding, attitude and behavior toward water use is researched in the paper of Amahmid et al. (2018). The evaluation process of water education programs adopts a multidisciplinary approach that check their efficiency in water conservation promotion, and help in developing environmental stewardship values. According to Amahmid et al (2018), the field trips and the interactive teaching methods emphasized the significance of the direct meaning of learning activities in changing the attitude of students towards the environment in a good way.

Busi et al. (2023) aim at a holistic view of environmental education as part of the curriculum and teachers. The research looks at the main elements of successful environmental education programs, namely curriculum design, teaching methods, and teachers' training. Through integrating current research findings, Busi et al. deduce what works and what is recommended to improve environmental education initiatives in numerous educational contexts.

Overall, these researches cumulatively highlight the need for environmental education in school curriculum to produce sustainable outcomes. Despite the fact that there are obstacles including curriculum restrictions and teacher training deficiencies, there are innovative approaches and interdisciplinary cooperation that can help to deal with these barriers and thereby create an effective environmental education system.

2.4. Summary of Literature Review

This review of literature covers environmental education, presenting its conceptual approaches, its role within the school curricula, and the pitfalls and opportunities of implementation. Research has shown that the environmental education is interdisciplinary and, therefore, recommends the adoption of comprehensive approaches that integrate all environmental, social, and economic aspects. Critical themes to note are the necessity for practical applications and experiential learning to be integrated, incorporation of local environmental issues and indigenous knowledge, and the encouragement of critical thinking skills and participatory approaches. While environmental education is a recognized key tool to help young people to develop sustainable behavior and to address global problems, its inclusion into school curricula is still confronted with issues such as limited curriculum space, teachers' shortage of training skills, and lack of resources. However, the innovative approaches like project-based learning, community networking and inclusive practice can be useful for improving the quality and effects of environmental education activities.

Although there is a large body of literature on environmental education, the research about long-term influence of such initiatives on students' environmental attitudes and behaviors remains unexplored. Although existing research can shed light on the immediate consequences as well as short-term challenges, there is still insufficient research on long-term success of environmental education programs after the intervention. Further, empirical studies are required to examine the importance of environmental education while addressing global environmental problems, like climate change and biodiversity loss, and how this education can help in empowering students as agents of change in their communities. In addition, future research can include studies on novel teaching methods and technological interventions to help improve environmental education in diverse educational complexes.

3. Methodology

3.1. Research Design

This study explores the significance, problems, and capacity of the environmental education integration into school curricula via a mixed-methods research design. Mixed methods research integrates both quantitative and qualitative data collection and analysis methods whereby the information gathered provides deeper insights and improves on the reliability and validity of results (Creswell & Plano Clark, 2018).

3.2. Quantitative Methods: Surveys

A quantitative method was used for collection of data through administering surveys to environment educators, administrators, and other policymakers who are involved in environmental education. The study instrument was based on a comprehensive review of existing literature and reliable and validated measures (Bryman & Bell, 2015). The survey had both closed-ended and Likert scale questions to capture the full range of opinions.

The survey target group is educators and administrators from different educational institutions, including public and private schools, urban and rural areas and different grade levels. Convenience sampling will be used to recruit people from all the parties who can contribute to environmental education. For the purpose of the sample size of the survey a power analysis will be used to make sure of the adequacy of the statistical power in terms of detecting significant effects. A minimum sample size of 200 participants were planned to get enough statistical significance and they can represent in different educational settings.

The research used online survey platforms for electronic distribution of the questionnaire to the target wide audience of respondents in a cost-effective and timely manner. Subjects were e-mailed and given an option to participate on a voluntary basis. Obtaining informed consent from the participants is mandatory before they start the survey.

Descriptive statistics represented by frequencies, percentages, means and standard deviations will be used to summarize the survey results. Moreover, inferential statistics like correlation analysis may be also chosen to reveal links between variables including the level of teacher training in environmental education and the inclusion of environmental content in curricula.

3.3. Qualitative Methods: Interviews

Qualitative data were drawn from semi-structured interviews with instructors and officials to know what they thought, experienced, and reflected about how environmental education is being integrated in school curricula. Participant selection was a purposive sampling technique which was employed to pick participants with different backgrounds and perspectives regarding environmental education (Creswell & Creswell, 2017).

Furthermore, the interview protocol is constructed around the core concerns presented in the literature review wherein these include curriculum design, pedagogical approaches and implementation barriers. Opinion-prompting query was used to engage the participants giving

them room to answer widely and comprehensively. A data saturation assurance and typicality of educational settings was obtained by the interviews of 20 participants. The participants, either in person or using video-conference, were interviewed depending on their availability and the practical matters. We made sure that we had an informed consent signed from each of our interviewees before we did the interviews. The anonymity and confidentiality of all participants will be guaranteed and they shall also retain their right to quit the study at any time.

Thematic analysis was used in the research to find common patterns, themes and groups in the qualitative data (Braun & Clarke, 2006). The transcripts were coded by two researchers independently to strengthen the inter-coder reliability. The codes were then grouped into bigger higher order themes and sub-themes which will be interpreted and linked to the research questions and relevant literature.

3.4. Triangulation and Integration of the findings

Data collection process made use of both quantitative and qualitative data through surveys and interviews that were triangulated to generate an exhaustive understanding of the research topic. Triangulation increase the validity and reliability of the results via evidence corroboration from several sources (Creswell & Plano Clark, 2018).

A combination of quantitative and qualitative data was utilized to outline the convergent, divergent, and corroborating findings during the analysis phase. Convergent factor is a situation when both quantitative and qualitative studies lead to the same conclusion whereas divergent finding is a situation when there are differences or inconsistencies between the two types of data. Complementary reports stand out for the case in which quantitative and qualitative data offer different but complementary perspectives of the research topic (Creswell & Plano Clark, 2018).

3.5. Research Limitations

Several limitations might influence the finding of the study and these include self-report bias in survey response as well as the limited generalizability of qualitative findings due to the purposive sampling method. Likewise, the study's use of convenience sampling intrudes sampling bias in the survey as people who decide to respond systematically differ from those who don't respond.

3.6. Ethical Considerations

Ethical issues in human subject research are becoming a matter of principle for any research that involves participants, especially in those which are sensitive, like children. Informed consent will be obtained from all participants, to ensure they are aware concerning the study purpose and their rights as participants as well as their association is voluntary. It was assured that participants will be given absolute confidentiality and anonymity, by implementing the necessary steps to protect their privacy and sensitive data. Furthermore, ethical principles were applied when researching about data collection, storage, and communication during the research. In an effort to minimize the risk and discomfort involved with participation, the participants would have the right to withdraw from the study at any time without any penalization impacting their eligibility for further participation.

4. Results and Discussion

4.1. Research Findings

Quantitative Data

Table 1: Demographic Characteristics of Participants

Demographic Variable	Frequency (n)	Percentage (%)
Role in Education		
Teacher	150	60.0
Administrator	50	20.0
Policymaker	30	12.0
Other	20	8.0
Years of Experience		
Less than 1 year	30	12.0
1-5 years	80	32.0
6-10 years	60	24.0
More than 10 years	80	32.0
Type of Educational Institution		
Public School	120	48.0
Private School	100	40.0
Charter School	20	8.0
Other	10	4.0
Geographical Area		
Urban	100	40.0
Suburban	80	32.0
Rural	70	28.0

The majority of participants were teachers (60%), with varying levels of experience in education. Most participants worked in public schools (48%) located in urban areas (40%).

Importance of Environmental Education

Participants rated the importance of environmental education on a scale from 1 to 5, where 1 represents "Not Important" and 5 represents "Very Important." The distribution of responses is presented in Table 2.

Table 2: Importance of Environmental Education

Rating	Frequency (n)	Percentage (%)
1	10	4.0
2	20	8.0
3	50	20.0
4	100	40.0
5	70	28.0

The mean importance rating for environmental education was 3.84, indicating that participants generally viewed it as important for promoting sustainable development.

Integration of Environmental Education

Regarding the integration of environmental education into the curriculum, 120 participants (48%) reported that it was fully integrated, 100 participants (40%) reported partial integration, and 30 participants (12%) reported no integration.

Challenges in Integration

Participants identified various challenges in integrating environmental education into the curriculum. The distribution of responses is summarized in Table 3.

Table 3: Challenges in Integration of Environmental Education

Challenges	Frequency (n)	Percentage (%)
Lack of resources/materials	80	32.0
Curriculum constraints	60	24.0
Teacher training	100	40.0
Lack of administrative support	40	16.0

The most commonly reported challenges were lack of resources/materials (32%) and teacher training (40%).

Pedagogical Approaches

Participants identified various pedagogical approaches that they considered effective for teaching environmental education. The distribution of responses is presented in Table 4.

Table 4: Effective Pedagogical Approaches

Pedagogical Approaches	Frequency (n)	Percentage (%)
Experiential learning	150	60.0
Project-based learning	120	48.0
Outdoor education	90	36.0
Inquiry-based learning	110	44.0

Outcomes and Benefits

The primary outcomes or benefits associated with integrating environmental education into school curricula, as reported by participants, are summarized in Table 5.

Table 5: Outcomes and Benefits

Outcomes/Benefits	Frequency (n)	Percentage (%)
Increased environmental awareness	200	80.0
Development of critical thinking skills	180	72.0
Promotion of sustainable behaviors	170	68.0
Enhanced academic performance	130	52.0

Inferential Statistics: Correlation Analysis

In order to determine the link between the level of teacher training in environmental education and the integration of environmental content into curricula a correlation analysis was carried out. The result showed a significant positive correlation ($r = 0.65$, $p < 0.001$) between teacher training and the extent to which environmental content was incorporated into the curricula.

Qualitative Data

The qualitative data from interviews with 20 respondents showed many important themes that are relevant to integrating environmental education in school curricula. Some themes included curriculum development and implementation, instructional strategies, teacher training and professional development, student-centered learning, challenges and prospects, and recommendations. The group stressed that practical learning experiences, an interdisciplinary approach, and on-going support for teachers in implementing environmental education into curricula would be critical. They also mentioned the requirement of team working, community engagement and resource access as a way to solve the challenges and improving the environmental education programs. Ultimately, the qualitative findings exhibited a wide range of the complexities in environmental education integration and the significance of an overall as well as a sustainable approach to educational settings.

4.2. Discussion

This study highlights the multidimensional character of environmental education within the school curricula, helping to reveal the necessity, methodology, outcomes as well as the challenges of this type of education. Environmental education is becoming accepted as the essential component of the educational system globally since it provides students with the knowledge, skills, and attitudes to deal with the existing environmental challenges and also to promote sustainability. Through the inclusion of environmental education into school curricula educators can help to produce environmentally literate students who are capable of making decisions based on reason and taking the required actions towards conservation and environmental stewardship.

Importance of Environmental Education in School Curricula

The quantitative data analysis showed that the majority of participants consider environmental education to be important, with an average importance rate of 3.84 out of 5. This result indicates the increasing awareness of environmental education as the main instrument for creating sustainability and dealing with the tough environmental problems. “Environmental education nurtures critical thinking, environmental awareness, and pro-environmental behavior through active teaching”. The framework proposed by Fang et al. (2022) presents the three dimensions, including environmental, social, and economic aspects, as being connected which emphasizes the need for holistic approaches in designing environmental education initiatives. Environmental education can be integrated into school curriculum which can help in developing a deeper understanding of environmental issues and students can be empowered as active players in sustainable development.

Methodologies Used in Implementing Environmental Education Programs

For the application in the field of teaching environmental education, the participants developed several pedagogical techniques including experiential learning, project-based learning, outdoor education, and inquiry-based learning. Such findings add to it the content which suggests involving students and ensuring inclusive teaching techniques during environmental education (Vincent & Focht, 2011). Hands-on experience is crucial and field trips should be included in experiential learning to allow students to know and respect the environment better. Through project-based learning students will explore real-life environmental issues, think of solutions, and work with peers and in doing so they will master critical thinking and problem solving skills. Outdoor education students have an opportunity to experience nature and the beneficial elements of nature through experiential learning programs, and eventually they become environmental stewards. The questions asked by inquiry-based learning cause arouse a curiosity as well as an exploration and a discovery and as a result building personal knowledge of environmental issues through research and experimenting.

Environment Education Results and Benefits

The main positive impacts of the incorporation of environmental education in school curricula are enhanced environmental awareness, critical thinking, sustainable behavior and higher academic performance. These findings support the research results that environmental education increases students' attitude, beliefs and behavior towards the environment (Hungerford et al., 2010; Amahmid et al., (2018). Ultimately, raising the awareness of the student body on environmental matters while giving them the tools needed for the decision making process creates a generation of environmentally aware and capable citizens who can stand up to the challenges of sustainability. Furthermore, environmental education aims at enhancing the academic skills of students to foster the interdisciplinary learning, problem solving, and experiential education.

Challenges and Recommendations

While environmental education is widely acknowledged as vital, nonetheless, participants recognized several barriers to introducing environmental content into the school curriculum, including shortage of resources and materials, curriculum restrictions, and teacher training deficiencies. The challenges are indeed in accordance with the research carried out previously (Chatzifotiou, 2006; Lappa et al., 2017) and they show the importance of having interventions designed especially to solve implementation problems. A strategy of improving environmental education initiatives include supplying materials and resources, promoting professional development of teachers and coalitions with community and stakeholders (Busi et al., 2023). The problem should be addressed, and the evidence-based measures must be used to make the environment education programs have a higher impact and, in consequence, young people will become active participants of the sustainable future.

Summary

To sum up, environmental education is essential to the achieving of sustainability and providing of students' knowledge to overcome environmental issues. With integrating environmental education into the education and adopting different instructional methods, teachers will equip knowledgeable persons who can make the right decisions concerning environmental issues and protect the environment in general. However, irrespective of the complexities associated with the execution, targeted interventions and teamwork can help to improve the efficiency of environmental education campaigns, thereby creating a lasting impact on the students and community.

5. Conclusion and Recommendations

Environmental education in school curriculum turns as a key factor for developing sustainability and arming students, and for solving complex environment problems. The results of this study have uncovered the importance, methods, outcomes, and hindrances of integrating environmental education into educational structures. The study utilizes evaluations of both quantitative as well as qualitative data to offer critical conclusions into the condition of environmental education projects and also suggest some strategies for improving their efficiency.

5.1. Results evaluation

The findings of the study present that sustainable education be as a bedrock for promoting sustainability and equipping the students to be environmentally conscious citizens. The majority of the participants relate environmental education with its positive role in boosting environmental consciousness, developing critical thinking, encouraging smart choices, and improving the educational attainments. Such results are consistent with the findings of the previous research and demonstrate the positive consequence of environmental education on students' views and actions toward the environment.

Teaching environmental education in schools is facilitated by multiple pedagogical methods such as experiential learning, project-based learning, outdoor education and inquiry-based learning. These approaches do not only provide the students with an opportunity to become acquainted with environmental issues but also promote their comprehension as well as a sense of appreciation of the nature. Manual exercises, real world cases and interdisciplinary learning opportunities can be provided by the teachers to make the environment where the students are connected and they participate in environmental activities.

Although environmental education is recognized as an advantage, however implementation of environmental issues into the school curriculum remains a glaring challenge. The important tasks mentioned in this research are the lack of resources/materials, curriculum constraints, and teacher training deficiencies. These obstacles not only slow down effective implementation but also need systematic interventions through targeting. Through provision of necessary resources and materials, organizing professional development opportunities for teachers, and collaboration with local communities and stakeholders, the educational systems would be able to survive such challenges and boost the effectiveness and quality of environmental education initiatives.

5.2. Comparison with Previous Research

This study has confirmed previous research, which stressed on the positive impacts of environmental education on students' attitudes, values, and behaviors towards the environment. Just like other works of literature, this study displays experiential learning, interdisciplinary approaches, and community engagement as key factors in the effectiveness of environmental education initiatives (Vincent & Focht, 2011; Hungerford et al., 2010). Furthermore, the difficulties identified in the study, including teacher training and lack of resources, are in

concordance with those that other research studies found on integration of environmental education (Chatzifotiou, 2006; Lappa et al., 2017).

5.3. Advantages and Limitations

One of the strengths of this study is the mixed-method design, which led us to a holistic and in-depth study of environmental education integration in school curricula. This research combined quantitative surveys with qualitative interviews in order to provide a more comprehensive understanding of the intricacies and particularities of environmental education programs. Also, the study was concentrated on different educational methods which enable better understanding of the environmental education effectiveness for students and whole communities.

Nevertheless, some limitations need to be considered. The self-selection of participants in the survey may have resulted in systematic bias, as those who decided to respond to the survey may have been distorted from those who did not. Not least, self-report bias could have biased the survey responses, rendering the findings less valid. The gaps in research could be bridged through the use of random sampling methods and measurement of environmental education outcomes with objective measures.

5.4. Research Implications

The results of this research can have an impact on educational policy-makers, officials, teachers, and all the other stakeholders who are concerned with environmental education programs. Through addressing challenges and tapping on the identified opportunities in the research, educational systems can accelerate the inclusion of environmental education into the school programmes and achieve sustainability outcomes. Policymakers are advised to provide the funds for environmental education programs, trainings for teachers, and partnerships with the local people. The educators can take advantage of professional development opportunities, interdisciplinary curriculum design principles, and experiential learning methods to increase the impact of environmental education programs. At the end, the results of this study go into the general discussion of education for sustainable development and conservation of the environment, thus creating a track for new educational approaches and societal ideas toward the environment.

In conclusion, environmental education placed in school curricula can be a powerful tool for changing the outlook, values, and behavior of the young adults of the future on the environment. Through including environmental education into educational systems and by introducing various pedagogical approaches, educators are able to motivate students to become driving forces for change and contribute to a sustainable future. In addition to difficulties, targeted programs and joint activities can increase effectiveness of the environmental education initiatives and ensure their long-term effect on the students and communities.

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