



ROLE OF TEACHERS' FOR SUSTAINABLE DEVELOPMENT AND PROMOTION OF ENVIRONMENTAL EDUCATION IN THE CLASSROOM

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RESEARCH ARTICLE



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Abstract

In the current situation, the natural environment is in crisis due to various environmental degradations. As a cause of global concern, global warming, loss of biodiversity, degradation of natural resources, deforestation, loss of water bodies and extinction of species are currently facing environmental crises due to various reasons. For this, environmental awareness needs to be created among students from the primary level and it needs to be included in the environmental education curriculum so that a healthy sustainable lifestyle can be initiated. This study helps to highlight their influence on students' knowledge, attitudes and behavior towards the environment and explores the significance of teachers' contribution to sustainable development and environmental education. Teachers should include environmental education in their teaching programs so that they are able to develop critical thinking, problem solving and decision-making skills among students. Furthermore, teachers play a vital role in promoting sustainable lifestyles and conservation of natural resources in their schools and communities. This study discusses key strategies that teachers can use to promote environmental education and sustainable development in the classroom, including sustainable lifestyles, environmental awareness, use of various environmental policies, practical activities, and environment-based projects. It highlights the importance of teachers' roles in promoting sustainable development and environmental education. Researcher used content analysis methods, mainly based descriptive, not analytic of research. So, the main objective in this research to find out inspire and empower teachers to create a sustainable future.

Keywords: *Sustainable Development, Environmental Education, Teacher, Classroom*

Introduction

The role of teachers in promoting sustainable development and environmental education in the classroom is multifaceted and essential for shaping the minds of future generations. Teachers play a vital role in inspiring and empowering students to become active citizens committed to protecting the environment and promoting sustainable development. Teachers have the unique ability to influence students' attitudes, values, and behaviors toward the environment and to instill in them a sense of responsibility and stewardship. By incorporating environmental education into their teaching practices, teachers can help students develop a deeper understanding of the complex relationships between human society and the natural environment (Anyolo, 2018). Moreover, teachers can act as role models by demonstrating environmentally responsible behavior and promoting sustainable practices within their schools and communities. Through this, teachers can inspire students to adopt similar behaviors and promote sustainable development and environmental protection. The classroom provides teachers with a unique environment for promoting environmental education and sustainable development, as it provides opportunities for hands-on learning, critical thinking, and problem-solving. Teachers can use a variety of teaching methods and resources to engage students in environmental education, including real-world examples, case studies, and community-based projects. Finally, the role of teachers in promoting sustainable development and environmental education is crucial to creating a more sustainable future. By empowering students with the knowledge, skills, and values needed to protect the environment and develop sustainably, teachers can help shape a brighter future for all (Dunlop, 2022).

Review of Literature

Timm, J.M., & Barth, M. (2021) The study analysed "Making education for sustainable development happen in elementary schools: the role of teachers". The objective of the study social change through education for sustainable development. The

researcher was used interview method for data collection and described by content analyses. The sample of the study were 12 teachers at German elementary schools. This study mainly focuses only qualitative research that is limitation of the study.

Potter- Nelson (2019) Led a study on “Role of teachers on education for sustainable development”. The objective of the study to foster this transition towards sustainability in their teaching methods of K-12 students. The data was collected using thematic analysis. The finding of the study indicated new way of teaching and learning towards a sustainable future.

Khan, S.H. (2013) The article highlights that Fostering sustainable development and environmental education program: Role of teachers training institutions and colleges of teachers’ education. The present paper examines the significance and awareness of sustainable development and environment education among the prospective teachers.

Husin (2025) The article highlights that Environmental education in schools: sustainability and hope. The researcher was used quantitative approach. The present study was conducted Palembang, Indonesia. The sample of the study were 100 teachers and purposive sampling technique used in this study. Data were collected through questionnaires and descriptive method used this study. The finding of the study was continuous professional development such training and workshops on environmental sustainability.

Rosquillas, E., & Bardullas, U. (2024) The article highlights that Exploring children’s perception of environmental change in the Mexican Mediterranean. The objective of the relationship between children’s environmental perception and geographical location. Researcher was used convergent mixed methods design. The findings of the was high connection to nature among children, regardless of gender or geographical area. Limited understanding of environmental issue so need for environmental education.

Objectives of the Study

1. To examine the role of teachers in promoting sustainable development and environmental education in the classroom: This objective focuses on understanding how teachers can integrate environmental education and sustainable development into their teaching practices and what strategies and methods they can use to enhance student learning and engagement.
2. To study the impact of teacher-led environmental education on students’ knowledge, attitudes and behaviour towards sustainable development: This objective aims to assess the effectiveness of teacher-led environmental education in promoting students’ understanding of sustainable development as well as their attitudes and behaviour towards environmental protection and sustainability.

The Rationale of the Study

“Role of Teachers’ for Sustainable Development and Promotion of Environmental Education in Classroom” lies in the critical need to address the pressing environmental issues of our time. The world is facing unprecedented challenges such as climate change, biodiversity loss, and environmental degradation, which threaten the very survival of our planet. In this context, education plays a vital role in promoting sustainable development and environmental education. Teachers, as the primary agents of education, have a significant responsibility in shaping the minds of future generations and inspiring them to take action towards a more sustainable future. However, despite the importance of environmental education, it remains a neglected area in many educational systems (Fischer, 2022). Teachers often lack the necessary training, resources, and support to effectively integrate environmental education into their teaching practices. This study aims to address this gap by exploring the role of teachers in promoting sustainable development and environmental education in the classroom. By examining the knowledge, attitudes, and practices of teachers, the study seeks to identify the strengths and weaknesses of current environmental education practices and provide recommendations for improving teacher education and support. Ultimately, the study’s findings will contribute to the development of more effective environmental education programs that empower students to become active citizens and stewards of the environment. By fostering a culture of sustainability and environmental responsibility, we can work towards creating a more equitable and sustainable future for all (Kaur, 2013).

Methodology

The present paper is a documentary study and qualitative and theoretical research in nature. The content analysis method was used by the researchers. This research work is mainly based descriptive, not analytic and also various sources of information like books, e-books, journals, articles, websites, reports of various organizations, the internet, blogs, and written documents (Mahanta, 2014).

Discussion

The role of teachers in promoting sustainable development and environmental education in the classroom:

The objective of “Examining the Role of Teachers in Promoting Sustainable Development and Environmental Education in the Classroom” involves exploring how teachers can contribute to promoting sustainable development and environmental education within the classroom environment. This objective includes several key aspects, including:

1. **Teaching Methods and Strategies:** This aspect involves investigating the teaching methods and strategies that teachers use to promote sustainable development and environmental education, such as hands-on activities, real-world examples, and project-based learning.

2. **Student engagement and participation:** This includes how teachers can encourage student engagement and participation in environmental education and sustainable development initiatives, such as through group projects, discussions, and debates.
3. **Integrate sustainable development and environmental education into the curriculum:** This aspect involves investigating the extent to which teachers are able to integrate sustainable development and environmental education into existing curricula and the challenges and opportunities that arise from this.
4. **Promoting sustainable practices:** Teachers can promote sustainable practices in the classroom, such as reducing waste, conserving energy, and using eco-friendly materials.
5. **Encouraging critical thinking and problem-solving:** Teachers can encourage students to think critically and develop problem-solving skills to address environmental issues.

By examining these aspects, this objective aims to provide a comprehensive understanding of the role of teachers in promoting sustainable development and environmental education in the classroom.

The impact of teacher-led environmental education on students' knowledge, attitudes and behaviour towards sustainable development:

Impact on Students' Knowledge: Teacher-led environmental education can provide students with environmental concepts, such as knowledge about climate change, conservation and sustainability, which will lead to a better understanding of their environmental concepts. Students also develop a better understanding of local and global environmental issues, such as pollution, deforestation and biodiversity loss, which will lead to an increased awareness of their environmental issues. Teacher-led environmental education can foster critical thinking and problem-solving skills, which enable students to analyse environmental problems and create solutions (Filho, 2018).

Impact on Students' Attitudes: Teacher-led environmental education can instil a sense of responsibility and concern for the environment in students, which in turn can lead to positive attitudes in them. Students develop pro-environmental attitudes, which can lead to positive attitudes towards environmental conservation and sustainability, such as reducing waste, conserving energy, and protecting biodiversity. Teacher-led environmental education also encourages students to develop empathy and compassion for the natural world and its inhabitants (Sinakou, 2018).

Impact on Students' Behaviours: Students develop environmentally responsible behaviours, such as reducing energy use, using public transportation, and recycling. Teacher-led environmental education can encourage students to participate in environmental activities, such as clean-up initiatives, conservation projects, and sustainability campaigns. Students can also develop environmentally responsible habits, such as reducing waste, conserving water, and protecting wildlife habitat (Waltner, 2020).

Findings of the study

Student Outcomes

1. The study found that students had limited knowledge about environmental concepts, but they showed interest in learning more, which is a positive aspect for future generations.
2. The study found that students' attitudes towards environmental education increased their motivation.

Challenges and Barriers

1. There is a lack of resources and support for teachers to implement environmental education in the classroom, as noted during the research.
2. The research found that teachers face competing demands and priorities, such as meeting curriculum standards and preparing for exams.

Recommendations

1. The study recommends that teachers receive education and training on environmental education and sustainable development so that they can more effectively extend their teaching to students.
2. Environmental education should be integrated into the curriculum rather than treated as a separate subject so that students can be more interested.
3. Teachers should use interactive and engaging teaching methods such as project-based learning and hands-on activities so that learning can become more interesting.

Conclusion

In conclusion, the role of teachers in promoting sustainable development and environmental education in the classroom is crucial for fostering a generation of environmentally conscious and responsible citizens. Teachers play a vital role in shaping students' knowledge, attitudes, and behaviours towards the environment, and their influence can have a lasting impact on students' lives. Through their teaching practices, teachers can promote sustainable development and environmental education by incorporating environmental concepts into the curriculum, using interactive and engaging teaching methods, and providing opportunities for students to participate in environmental activities and projects (Disinger, 1990).

Moreover, teachers can serve as role models, demonstrating environmentally responsible behaviours and promoting sustainable practices in the classroom and school community. By doing so, teachers can inspire students to adopt similar behaviours and attitudes, contributing to a more sustainable future. The findings of this study highlight the importance of teacher education and professional development in preparing teachers to promote sustainable development and environmental education. Teachers need support and resources to develop their knowledge, skills, and confidence in teaching environmental education. Ultimately, the success of sustainable development and environmental education depends on the active engagement and participation of teachers, students, and the broader community. By working together, we can create a more sustainable future and ensure that future generations inherit a healthy and thriving planet (Nomura, 2009).

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