



Assessing Environmental Awareness and Conservation Behavior in Schools for Sustainable Development

Sara Fayyaz¹, Ajab Ali Lashari ², Shazma Nandwani³, Mansoor Ali Chang⁴

¹ MS Scholar, Department of Education, Sindh Madressatul Islam University, Karachi, Pakistan.

² Department of Education, Sindh Madressatul Islam University, Karachi, Pakistan.

Email: ajablashari@smiu.edu.pk

³ Ph.D. Scholar, Department of Education, IQRA University Karachi, Pakistan.

⁴ MS Scholar, Department of Education, Sindh Madressatul Islam University, Pakistan.

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ABSTRACT

Environmental awareness in learners is one of the most critical aspects that must be considered in our educational institutes to promote conservation learner behavior for sustainable development. Schools are places where children prepare for the real world and unpredictable future and best be inculcated conservation behavior to protect the environment. The study uses a qualitative approach. The study conducted in happy home school society campus at Karachi. This study is designed to explore the eco-friendly initiatives or practices this school is practicing for environmental awareness to promote conservation behavior in learners for sustainable development. Using purposive sampling, data was collected through semi-structured interviews and personal visits from the three teachers. The finding shows that this school is practicing different practices that help improve learners' environmental awareness to promote conservation behavior for sustainable development. This study will be helpful for the teachers and school management to know about such eco-friendly initiatives or practices to improve environmental awareness in learners that promote conservation behavior for sustainability because without traditional efforts and without protecting the environment, we can't achieve sustainable development.

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Corresponding Author's Email: ajablashari@smiu.edu.pk

1. Introduction

Sustainable development is a development that meets the needs of the present without compromising the ability of future generations to meet their own needs (Buriro, Mirjat, et al., 2023). Sustainable development is similar to caring for the planet and ensuring that we utilize resources, which should be enough for everyone today and in the future (Salman, Rahat, Niazi, & Lashari, 2023). It entails using resources smartly, avoiding excessive pollution, and assisting people to live a more outstanding quality of life negatively affected by the environment. It is all about maintaining a balance in meeting today's generation's needs without compromising the ability of future generations to meet their needs (Buriro, Mirjat, et al., 2023). The United Nations (UN) General Assembly introduced a particular goal for sustainable development by 2030 in 2015. There are 17 Sustainable development Goals (SDGs) and 169 objectives. The 17 goals are divided into three categories: economic, social, and environmental, as well as the five perspectives of people, peace, partnership, and peace (Herrero et al., 2021; Suryanto, Degeng, Djatmika, & Kuswandi, 2021). During the last decade of twentieth century, the concept of sustainable development got popularity because the world was facing climate change and negative impacts on nature and resources. The idea was first used in the Club of Rome study "The Limits of Growth," published following the 1972 Stockholm conference. While special committees were formed as a result of this study to investigate four essential world concerns: rapid population increase, industrialization,

widespread starvation, deteriorated environment, and nonrenewable resources Botkin, Elmandjra, and Malitza (2014); Meadows (1972), the Brundtland Report is credited with the idea of holistic sustainable development, which stated, "We must ensure that development meets existing needs without compromising the future ability to meet their needs." Sustainable development is a change process considering how resources are utilized, investment orientation, technical advancement, and institutional changes to keep up with future and present needs (Hulse, 2007; WCED, 1987). The insightful idea has challenged the traditional thinking of the world scholars and new debate has emerged regarding sustainability (Fayyaz, Lashari, Channar, et al., 2023). The training programs for teachers and principals motivate teachers to use effective methods to build students' positive behavior (Zehra, Naz, Zehra, Danish, & Lashari, 2022). This study supports the idea that the adequate performance of teachers can improve the student's understanding level in everything. Teachers' performance helps students build their awareness and behavior toward conserving the environment for sustainable development (Fayyaz, Lashari, Rafiq, & Jabeen, 2023). Environmental awareness and conservation behavior are essential for sustainable development (Buriro et. al., 2023). Numerous advanced and developing nations are focusing on sustainable development issues. The sustainability of natural resources and humans is vital for preserving the world and humanity's future. Environmental Education is a way to teach students how to conserve the environment, and it's a way to develop conservation behavior in students that helps sustain the resources.

Environmental awareness and conservation behavior are vital for sustainable development. Since the release of Agenda 2030 (United Nations 2015) and 17 sustainable development goals (SDG), attention to environmental issues, including climate change and water contamination, has increased (Samejo, Lashari, & Mahar, 2023). Additionally, the COVID-19 pandemic has been connected to climate change and, hence, sustainability, demonstrating both biodiversity and humanity's vulnerability (Lashari, Mahar, Solangi, Buriro, & Chang, 2023). It is widely recognized that establishing effective, sustainable development policies can be complicated without proper awareness and understanding of the elements that encourage people to recycle (Clay, Vignoles, & Dittmar, 2005; Schultz, 2001). There are a lot of environmental issues that we are facing nowadays, so there is a need to address how we can play an individual role in conserving the environment and what practices we can do in the schools that help students to be aware of environmental issues and about conservation behavior towards conservation the environment for sustainable development. The Sustainable Development Goals (SDGs) and Education for Sustainable Development (ESD) can increase environmental awareness in learners, and it's an innovative idea that can address ecological issues (Fitriandari & Winata, 2021; Putri, Hidayat, & Supriatno, 2023). This study will be helpful for teachers and school management to know about such eco-friendly initiatives or practices they can practice in schools to improve the environmental awareness of learners that promote conservation behavior for sustainability (Fayyaz, Lashari, Rafiq, et al., 2023). This study will be helpful for the learners to know about how to conserve the environment. The main objective of this study is to explore the practices for raising environmental awareness to promote conservation behavior in learners for sustainable development and to examine learners' attitudes regarding conservation behavior and sustainability.

1.1. Statement of the Problem

There are a lot of environmental issues we have nowadays and the main reason of this lack of environmental awareness and conservative behavior. We need to know that which types of practices our school is practicing to promote the environmental awareness and conservative behavior for sustainability. Achieving sustainable development is highly dependent on the current state of environmental awareness and actual implementations of conservation behavior in educational institutes. Previous studies have shown that green training encourages environmental conscious behavior at work (Usman, Rofcanin, Ali, Ogbonnaya, & Babalola, 2023). This research is helpful to know about which practices school should practice. One significant obstacle to promoting sustainable development is the lack of accurate techniques for assessing the level of learner's conservative behavior and environmental awareness in educational institutes. By investigating and recommending useful practices to assess and enhance student's environmental awareness and conservation behavior this study aims to fill this gap and promote the development of sustainable behavior in educational institutes. The aim of this study is to assess the environmental awareness and

conservation behavior in school and explore the practices that influencing learner's conservative behavior and attitude towards conserve the environment.

1.2. Objectives

- To explore the eco-friendly practices for raising awareness to promote conservation behavior in learners for sustainability.
- To identify the learners attitude regarding conservation behavior and sustainability.

1.3. Research Questions

- Q 1: What are eco-friendly practices for raising awareness to promote conservation behavior in learners for sustainability.
- Q2: What are learners' attitude regarding conservation behavior and sustainability?

2. Literature Review

2.1. Environmental Awareness

Understanding the environmental issues and the impacts of human behavior toward protecting and conserving the environment is called ecological awareness. Understanding the world surrounding us, recognizing the consequences of human actions on the planet, and performing efforts to conservation the background for the betterment of the world are all examples of environmental awareness. Environmental Education is a method of enabling learners to enhance their ecological understanding, skills, and attitudes to develop conservation behavior and to behave responsibly regarding our planet (Buriro, Muhammad, et al., 2023). Environmental awareness helps learners build interest and motivation based on an acute understanding of the significance and relevance of environmental issues for each person and organization as well as to build abilities and knowledge for ecological behavior and decisions to reduce adverse environmental effects of work. Environmental education is not only about fostering environmental preservation and responsible citizens. It is also concerned with conserving today's de-natured and growing ill society (Salman et al., 2023). This change in conversation is also going to create broader interest among the public and possibly motivate regional, state, and national policymakers to promote the incorporation of environmental education into the school curriculum Ahmed, Lashari, and Golo (2023); Samejo et al. (2023) and to assist in developing more informal environmental education programs (extra-curricular activities, environmental science programs and experiential-based programs that become more widely accepted. It is becoming aware of contamination, deforestation, pollution, and climate change issues and understanding how we contribute to protecting the environment and our actions to decrease the environmental impact we have. To maintain sustainability, natural resources, including energy and water, must be valued and conservation, and pollution must be reduced. Conservation behavior can be increased by practicing eco-friendly decisions in everyday life, such as recycling, reusing, and promoting sustainable products, but it can be possible when the whole world is aware of the environment (Buriro, Mirjat, et al., 2023). Learners and other people must be mindful of environmental protection and develop conservation behavior to sustain the resources and make a more sustainable world. Environmental awareness can help people and learners develop conservation behavior in their personalities for sustainability.

Findings discovered strong proof that environmental awareness encourages initiatives that can lead to beneficial behavior (Walters et al., 2022). This study supports that ecological awareness is essential for developing greener behavior and attitude (Hidalgo-Crespo et al., 2022; Khan, Lashari, & Iqbal, 2022). This study investigates the connection between environmental awareness and environmentally conscious behavior among people Lashari, Mahar, et al. (2023), and the findings show a strong relationship between environmental awareness and environmentally conscious behavior (Latif, Bidin, & Awang, 2013). The research results show that most educational institutes are trying to implement the SDGs (Mooman, Ali, & Lashari, 2023). They are trying to improve the curriculum, encouraging their teachers to make efforts towards conservation behavior for sustainability (Salman et al., 2023). Nature decides how we exist and our connection with the rest of the world (Samad & Lashari, 2022). Awareness of the environment can help to grow our connection with nature. Environmental awareness promotes better behavior towards the environment, even respect for it. On the other hand, encouraging the growth of such connections can enhance environmental awareness (Bonnett, 2004). Considering the increasing pace of degradation of

the environment, climate change, and the resultant crisis, it is more crucial nowadays to be aware of their practices and their consumption behavior is very important to become more sustainable to make safe and healthy living circumstances for present and future generations (IPCC, 2018). Human decision-making increasingly impacts the environment (Lewis & Maslin, 2015). Many people, especially in wealthy countries, implement unsustainable lifestyles, causing severe environmental issues like biodiversity loss and climate change (Cowling, 2014; Fischer et al., 2012). Human behavior plays an essential role in addressing both sustainability and environmental crises. Even current sustainability and environmental emergencies are focused on human behavior (Lashari, Mahar, et al., 2023). Education for sustainable development has been viewed as vital for achieving or changing from where it stands to a more sustainable and protected future. Several researchers investigated the path of long-term sustainable development goals that can be achieved by learners' and people's conservation behavior and attitudes (Tang, 2018). Educational institutes aim to provide an excellent education that enables them to be aware of all their skills and utilize them to improve society (Lashari, Mahar, et al., 2023). The active participation of learners in managing and building human behavior activities towards the environment for sustainability. The interactive learning environment in higher Education and teachers enhances students' sustainable academic performance towards conservation behavior (Rehman, 2023). The study supports that technology influences people and the environment positively and negatively. When modern machinery is misused, it can lead to the degradation of the environment, moral disturbances, unstable environments, deforestation, extraction of resources, and pollution (Fitriandari & Winata, 2021; Ghany, 2018; Sutanto, 2017).

2.2. Conservation Behavior

Implementing practices that promote sustainability and reduce impact, like decreasing waste and utilizing renewable and eco-friendly resources, is like showing additional love and care globally, called conservation behavior towards protecting and caring for the environment. Conventional behavior means actions and practices of human beings towards the environment and implementing eco-friendly initiatives. Conservation behavior actively and regularly tries to reduce the adverse effects of actions taken on the built and natural environment, such as energy consumption, conserving resources, reducing waste creation, using harmless products, and recycling behavior (Kollmuss & Agyeman, 2002). Protecting the environment of the city depends on two factors. The first is strong sustainability, and the second is citizens' conservation behavior (Yang, Hong, & Modi, 2011). Conservation behavior promotes eco-friendly practices such as Reduce, Reuse, and Recycle. Use things smartly, try not to waste anything, and recycle as much as possible. Maintain a clean environment, collect garbage, and dispose of it properly in the bin to make the world cleaner. Several studies have found that people concerned about the environment and have conversational behavior and attitudes are more likely to decrease their waste creation and electricity use. Implementing the 3Rs (Reduce, Reuse, and Recycling) is a well-established, reliable, worldwide waste management framework technique. They were reducing and Reusing demand changes in consumption habits and lifestyle adjustments (Lashari, Munawar, et al., 2023). Concern for the environment can be defined as how people are concerned about the consequences of their actions on the environment, other people, and the biosphere (Schultz, 2001). Conservation energy by turning off appliances and lighting when not in use (Lashari, Munawar, et al., 2023). To conserve electricity, use energy-efficient appliances.

Don't waste water. We should use water less, not allow water to run excessively, have shorter showers, and conservation water. Tightening taps as time goes on can conserve water. Animals and their habitats must be protected. Preserve nature so all creatures can live happily. Trees are the lungs of the planet. Growing plants assists in keeping the air fresh, healthy, and clean and provides a haven for animals. Get to know about the plants and animals that surround you. Being aware more enables you to care for and protect them better (Lashari, Munawar, et al., 2023). Plastic is damaging to the planet. Utilize less plastic as much as possible, so utilize reusable bags. Purchase items that are not harmful to the environment and promote eco-friendly products. Check for environmentally friendly labels. Using public transport and bicycles instead of cars and walking outside can also help protect the environment. These are the conservation behaviors toward the conservation environment. Inappropriate behaviors, including excessive energy and water consumption, must be tackled immediately (Co-operation & Development, 2011). Recycling, trash management, transportation usage, energy consumption, electrical appliances, and buying green items are

examples of conservation behavior (Lashari, Mahar, et al., 2023; Li, Zhao, Ma, Shao, & Zhang, 2019). By motivating people to implement eco-friendly practices or conservation behavior, environmental Education or environmental awareness is very beneficial (Pham, Thanh, Tučková, & Thuy, 2020; Pinzone, Guerci, Lettieri, & Huisinigh, 2019; Renwick, Redman, & Maguire, 2013). Whenever organizations have the awareness and follow the regulations to reduce adverse environmental effects of their actions such as clean water, clean hygiene, good health, a clean climate, natural resource protection, well-being of people, and so on (Nurwani, Amal, Adisaputera, & Ridwan, 2020; Pashkevich & Haftor, 2020). In today's global world, preservation of the environment and sustainability are vital components in promoting lasting value for organizations and people. Effective environmental practices also benefit the organization (Kalyar, Ali, & Shafique, 2021; Lashari, Mahar, et al., 2023; Yang et al., 2011). The findings show that saving water and other conservation activities are the broader context of environmental action (Gilg & Barr, 2006). Conservation behavior toward environmental protection ensures better outcomes for environmental sustainability (Blok, Wesselink, Studynka, & Kemp, 2015). In any organization, individuals are significant in implementing conservation actions. To achieve eco-friendly objectives, organizations must invest resources to support conservation behavior and increase the interest of individuals in conservation behavior (Ahmad, Shafique, Qammar, Ercek, & Kalyar, 2022; Ones & Dilchert, 2013; Paillé, Chen, Boiral, & Jin, 2014). Irresponsible behavior by people in sustaining environmental conditions or protecting the environment is the leading cause of ecological instability (Suryanegara, Herdiansyah, & Asteria, 2023). A wide range of the population, particularly older adults, can easily be affected by disease and germs. Disease and germs increase because of unstable environmental conditions (Syahrir, 2023).

3. Methods and Procedure

The study uses a qualitative approach and an exploratory research methodology. Open-ended questionnaires and Semi-structured interviews were used to collect the data from N=6 teachers from the Happy Home School System Society Campus at Karachi. The research design was a case study, and the purposive sampling technique was used to select the most relevant respondents for this study and could give the most pertinent data. The study uses purposive sampling technique because teachers' selection was purposefully to collect the data who are the academic heads because they all are looking after curriculum and co-curricular activities of the section. All ethical measures were taken for data collection. Permission from the principal was sought and willingness of the participants was sought. They were assured about the use of data for research purpose. Anonymity of the data was ensured to the researchers for the data collection purpose.

4. Data Analysis Procedure

Semi-structured interviews were used in this study, which were recorded using the technique to ensure the data set's robustness. Thematic analysis procedures were used to analyze the transcriptions (Braun & Clark, 2006). The data was gathered through recorded interviews. Transcribed the audio data and then read several times to ensure extensive understanding and organized well to prepare the data properly for generating themes. The themes were developed and interpreted to get the study's robust findings. The objectivity of the data was ensured by getting reviewed the data set from the expert of the discipline. The researchers have maintained the objectivity by ensured neutral positionality in data collection and analysis.

Figure 1



4.1. Themes

Eco-friendly initiatives or practices in the Happy Home School System Society campus in Karachi improve learners' environmental awareness to promote conservation behavior for sustainable development.

4.2. Environmental Clubs

The data analysis has very insightful results. The results show that school has Environmental Clubs. The environmental club aims to raise awareness about ecological issues in learners and encourage students to participate in environmental projects and activities. That helps to decrease the negative environmental impact on people, the school community, and citizens by making the learners through the help of concerned members of environmental clubs. Learners can develop their environmental leadership skills and learn how to take responsibility for living sustainably through the environmental clubs' platform. They find out how government actions and policies encourage sustainable utilization. The ecological club supports recycling strategies and conducts different activities for environmental preservation. Learners who plant trees and flowers on school playgrounds can also help wildlife and reduce carbon dioxide from the atmosphere. One of the teachers said that,

R: 1. "well... for environmental studies, we established an environmental club, and members of this club do activities every week, and they involve children in different outdoor activities....aaa.... like planting, and gardening children taking care of plants and flowers. Children enjoy a lot".

Teachers addressed that they have environmental clubs for environmental awareness and to build the environmental behavior in learners. The ecological club involves students in different weekly activities that help them understand environmental behavior.

4.3. Promoting Cleanliness in Campus

In a school, the teachers motivate the students to clean the environment around them. Teachers at this school encourage students to look healthy and have neat and clean dress and shoes. They believe that a clean and green environment is one of the basic principles of sustainable development. A wide range of diseases cause poor sanitation, unclean environment, and careless waste disposal. All schools must teach students about cleanliness. Children should learn about cleanliness in school and implement it in their lives. Children must participate in school cleanliness efforts and activities to ensure they maintain everything tidy and trash-free. Learners should be aware and understand the responsibility for preserving everything spotless, including classrooms and school playgrounds. Furthermore, they must be inspired to participate in community cleanup initiatives. One of the teachers explained that,

R2: "we made some rules and regulations for everyone in our school regarding cleanliness, and we make sure that all follow them. We teach our students about cleanliness because we know clean environment is important for reducing pollution (silence). We focused on cleanliness; we arranged the dustbins in different places in our school. We teach them not to throw garbage anywhere and in the dustbin".

The teacher shared that cleanliness is essential for reducing pollution and that they teach their students about cleanliness that they must clean their environment around them. She said that they strike their rules and regulations, and the purpose of these rules is to make the children aware of environmental conservation.

4.4. Planting Trees and Gardening

By analysis the data it has been concluded that the school teach their learners about planting trees and gardening to enhance their environmental conservation and protection knowledge. Through learning to plant trees and gardening in schools, learners learn about the interdependence of ecosystems, the significance of biodiversity, and the life cycle of trees. Learners who participate in tree planting and gardening activities improve their knowledge of caring for the environment and become motivated to take care of the natural world for the rest of their lives. They believe planting trees and gardening are significant steps in establishing a sustainable and healthy environment in school settings. Focusing a high priority on planting trees and gardening in schools assists the learners to develop an understanding of environmental responsibility and a concern for the value of nature. Trees and greenery

improve air quality and help to reduce pollution. Planting trees and gardening in schools are beneficial steps towards improving the air quality for everyone. It helps reduce respiratory issues and creates a learning environment. Planting trees and gardening in schools benefit learners' mental and physical health because spending time in nature can reduce stress, enhance mood, and increase attention capacities. Planting and gardening in schools provide a pleasant and peaceful atmosphere that helps learning and personal development. One of the respondents said,

R1: "Of course, I would like to say that I also love planting. I think everyone must love to do the planting. In our school, we involve children in planting and gardening. Children plant trees, flowers, and vegetables. Well, we teach them how to grow vegetables. Learners learn a lot about environmental knowledge from gardening and planting and enjoy it a lot".

Respondent has shared that planting and gardening are enjoyable activities, and learners enjoy them. Learners can learn better through enjoyable activities. Planting and gardening are beneficial to increase knowledge about the environment. These types of studies can develop conservation behavior in learners, which helps them protect the environment in their daily lives.

4.5. Consumption of Resources

One of the best practices that found in a school, teachers teach learners to save resources. They teach the learners to use less water, electricity, paper, and plastic bags. They have written the laws for learners that the resources for our future generation; our conservation behavior is a step towards protecting the environment. These small steps can be significant achievements in protecting our planet for the future. Schools can help in sustainability by teaching about saving resources. The sustainable use of resources can protect ecosystems and the well-being of people. It can also help to protect the environment and lower pollution. Saving resources helps conservation resources for future generations. One of the teachers pointed to,

R3: "Yes, I must say that we have to teach them. It's too important that students be aware. We made a rule for everyone that when they go anywhere during a break or any time when the classes will be off when they don't use the electricity, we teach them that time they must turn off the lights and not waste the electricity..... We teach them to waste water, use it as much they need, and save it for future generations. Also, we teach them to use less paper and not waste it. We try to develop this behavior in students, and we noticed that they follow our instruction".

The teacher expressed in their response that we have to save resources in our daily lives. We must use less water, electricity, plastic bags, and paper because these small steps are constructive for conserving the environment. If teachers teach this behavior, students can habitually do it everywhere.

4.6. Waste Minimization

It is found from the data that school, teachers teach the learners to minimize waste to conservation environment. Teachers motivate them to reduce waste daily because it's a step towards preserving the environment. Waste minimization helps protect the environment. They teach them not to throw garbage anywhere because of its increased pollution. In every school, it's necessary to teach waste minimization because it helps to encourage learners to have responsible practices and increase recycling in addition to enhancing sustainability. Schools have an extensive and challenging task to teach learners how to manage waste. Waste management with a comprehensive range of waste categories such as packaging waste, paper, food trash, and stationary equipment waste. Recycling and removing rubbish from school are effective strategies that students must learn. A waste management system helps to reduce, reuse, and recycle waste easily. Teaching about waste minimization allows learners to be aware of reducing, reusing, and recycling waste and its benefits for protecting the environment. According to one of the teachers,

R4: "I think, as we know that (silence).... these are the basic practices that all schools should do. We teach our children to minimize and manage our waste, particularly in the

cafeteria when we eat lunch, so we should throw the trash with an understanding of waste categories.Aaa... I want to share that we made a group of students and gave them some class group projects or activities to create some art or something from waste material, and they reused the boxes, bottles, and other things they reuse the waste material and created new art like shop pies, pencils holders, baskets, small plants and vase for the flowers, etc."

The teacher explained that minimizing the wastage is a fundamental practice that we all should know and we must teach the learners about this environmentally conservation behavior. Learners must be aware that we must minimize and manage waste, which is beneficial for reusing and recycling.

4.7. Field Trips

The result suggests that school provide opportunities to the learners their students on field trips in parks and farmhouses to enhance the students' environmental knowledge to make familiar them about learning to protect the environment. They believe that field trips are significant for students' ecological awareness. Today's learners are visual learners who can learn better by touch, feel, and hearing. A field trip enables them to extend their learning outside the classroom, enhance their knowledge of subjects, encourage tolerance and understanding of different cultures, and introduce new ideas. Filed trips improve self-confidence, curriculum enhancement, social skills, academic achievement, academic performance, and making unforgettable experiences. We can say that these types of trips provide many benefits to learners because learners learn through experience. One of the head teachers mentioned in his interview that,

R5: "Yes, of course, we arranged the educational field trips for learners. We take them to houses and parks for their environmental learning and enjoyment; they spend a whole day there. Students learn a lot from field trips. I can say that learners learn better in experiments through these field trips....."

In this response, teachers shared that his school arranged field trips for learners in different parks and farmhouses. Children not only study by the books, but they also experience the natural environment, and it is an active learning method that helps enhance the student's awareness.

5. Findings

The study was conducted on Karachi's one of private school. Semi-structured interviews with six teachers were collected. This research explored the eco-friendly initiatives practiced in this school to promote conservation behavior in learners for sustainable development. The findings of this study support that the school environment is quite good in improving environmental awareness in learners to promote conservation behavior for sustainable development. Learners can implement this learning in their daily lives anywhere. They are focusing on different practices that can help conserve the environment. In semi-structured interviews, teachers shared their different eco-friendly initiatives or practices in their responses, and the themes were generated through the reactions of teachers such as environmental clubs. Promote cleanliness, planting trees and gardening, saving resources, waste minimization, and field trips. In this school, they practice these activities that are very important for developing conservation behavior in students for sustainable development. This practice is essential for learners to implement in their daily lives anywhere. These are the small steps to conservation the environment for sustainable development, and it is the achievement for schools to practice these activities. This practicing or environmental Education in school helps students develop the knowledge and skills needed to change the world. It enables the learners to improve their quality of life without damaging the earth for the future.

6. Conclusion

This study explored the eco-friendly initiatives or practices in schools that are adopted. It examined whether the schools implementing SDG goals in their schools or not. It has concentrated on which types of practicing schools are doing to improve learners' environmental awareness and promote conservation behavior for sustainable development. Nowadays, environmental issues and challenges are most important to know and to make learners aware because of without awareness about problems and difficulties, learners can't play their role effectively. Schools must teach learners about the environment because it helps protect the environment and fight against environmental issues. Without it, future leaders will

not be prepared to face, handle, and overcome ecological problems. By encouraging outdoor learning and involvement in different practices, teachers and parents can assist learners in understanding their responsibility as environmental stewards, and sustainable development cannot be successfully achieved without conservation efforts.

6.1. Implications

The findings of this study have a implications and practical applications for teachers and policymakers. This study supports sustainable development initiatives in schools this study can be used by school policy makers for utilize these findings to create accurate environmental policies for schools to enhance environmental awareness and conservative behavior. This study can be used by teachers to create effective strategies for learner's environmental awareness and conservative behavior. This study lead to the standard for education that focusing on eco-friendly initiatives and practices of conservative behavior for sustainability. Policy makers and teachers can implement and integrate the eco-friendly initiatives, practices and strategies in schools that focused and support conservative behavior for sustainability.

6.2. Recommendations

The recommendation of this study pointed to some practices that helps schools to teach about conserving the environment and helps in to develop and implement conservative behavior in learners for sustainability.

The school management should focus more on professional development of the teachers to ensure about the climate education and conservation behavior for sustainability. The school management should involve everyone invite parents, community neighborhood organizations, local groups and others to support, contribute and assist in promoting environmental conservation awareness. The school management should focus on green campus awareness and develop such rules and regulations for the students to reduce waste, conserve the water and energy and protect the environment within their educational institute.

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