

Role of the School Environment in Encouraging Environmental Awareness among Students – From Teachers’ Perspectives
Field Study on Selected Primary Schools in Akbou Municipality

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Abstract

The research paper examines the role of the school environment in fostering environmental awareness among students. It focuses on two strategies: integrating ecological topics into educational curricula and implementing practical, field-based environmental activities. The study employs a comprehensive survey method, collecting data through a structured questionnaire. The research is conducted in two schools—Martyrs Brothers Claude School and Mouloud Feraoun School in Akbou—and involves 30 teachers from various educational levels. The findings indicate that including environmental content in curricula motivates students to adopt responsible behaviours and develop positive attitudes towards nature. Additionally, participation in environmental activities enhances students’ appreciation of the natural world and broadens their ecological knowledge.

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Introduction

Environmental awareness has become a critical concern closely linked to individual well-being and public health, serving as a key preventive measure against both immediate and long-term ecological challenges. Among the various social institutions, the school plays a fundamental role in fostering environmental consciousness from an early age. As the first formal setting for education, it equips students with essential knowledge and skills, shaping them into responsible and proactive members of society. Through structured educational programmes that incorporate environmental topics and hands-on activities, schools instil values, principles, and behaviours that encourage sustainable thinking. By promoting a culture of collective responsibility and active engagement in environmental issues, schools help lay the foundation for a generation capable of driving positive environmental change and ensuring societal progress and resilience.

2. The Problem

Socialisation institutions play a fundamental role in shaping individuals by transmitting knowledge, values, attitudes, and behaviours aligned with a society's educational, religious, and cultural goals. They serve as key mechanisms for guiding and reinforcing behaviours by social norms and expectations.

Schools are a key institution within the broader socialisation system and hold a central and influential position. They aim to educate and socialise younger generations through structured systems created to support their growth and holistic development. It is achieved by implementing curricula and educational programmes that align with national goals,

strategies, and policies, equipping students with relevant skills and experiences.

The school environment is more than a formal educational structure; it is a sociocultural system with multiple dimensions, responsible for nurturing future generations and shaping individuals capable of contributing meaningfully to society. Promoting environmental awareness is a central function of the educational system, enabling society to confront and correct damaging practices toward the environment. Through teacher guidance and environmentally focused curricula and programmes, schools foster ecological values and behaviours, raising students' environmental consciousness and sense of responsibility.

Environmental awareness remains a key issue demanding serious academic attention, particularly given its marginalisation in many educational systems. Such approaches are often overlooked or receive limited emphasis in educational plans and programmes. Therefore, ecological consciousness is a missing link requiring deeper focus, as many environmental education concepts and practices remain underrepresented.

Based on this context, this study seeks to answer the following primary question:

Main Research Question

How does the school environment, as an educational and intellectual system, contribute to promoting environmental awareness among students?

Sub-questions

- How do educational curricula contribute to raising environmental awareness among students?
- How do ecological field activities support the development of

environmental awareness among students?

3. Study Hypotheses

General Hypothesis

Through its educational and intellectual functions, the school environment fosters a deeper understanding of environmental responsibility among students.

Sub-Hypotheses

- Educational curricula contribute to the development of environmental awareness among students.
- Field-based environmental activities effectively foster environmental awareness among students.

4 Importance of the Study

The study focuses on two key variables: the school environment and environmental awareness. As a principal institution responsible for socialisation, the school environment merits investigation. The study's significance includes:

- Promoting greater awareness within educational institutions and emphasising its importance.
- Supporting students in adopting responsible behaviours and acquiring knowledge related to environmental issues.
- Highlighting the influence of the school environment and those who engage in cultivating environmental awareness

- Encouraging increased academic and research interest in environmental issues and their implications for education and society.

5. Objectives of the Study

The study aims to:

- Examine how the school environment influences students' environmental awareness and their sense of responsibility towards ecological preservation.
- Analyse the role of educational curricula in promoting and enhancing students' understanding of ecological issues.
- Explore the contribution of field-based environmental activities and identify strategies to increase student engagement in such initiatives.

6. Definition of Key Concepts

a) School

Émile Durkheim defines the school as “a privileged expression of society, which transmits to children the cultural, moral, and social values considered essential for their integration and development as adult members of society.” Alternatively, the school represents a formal social institution established to educate younger generations and prepare them to become productive members. It promotes the comprehensive development

of students, helping them become responsible and positive members of their community (Dhiyab, 2021, p. 41).

Operational definition: The school encompasses the institution and its internal and external environments, including physical, moral, and behavioural components, as well as social, natural, economic, and technological dimensions.

b) *Environmental Awareness*

Environmental awareness involves the formation of attitudes and behaviours that reflect the knowledge and perception individuals hold about the environment and concern for the natural environment and its ecosystems. It develops values and principles acquired via learning, practical experiences, and skill-building, which help students recognise environmental problems, understand their origins, and consider appropriate ways to address them. Education plays a central role by fostering a balanced and proactive relationship with the environment, including its climate and natural resources (Allan, 2024, p. 169).

Operational definition: Environmental awareness is the process by which students recognise environmental problems and adopt positive behaviours through acquiring and applying ecological knowledge and skills.

c) *Educational Programmes*

Educational programmes are structured and coordinated lessons; teaching models, resources, and schedules designed to deliver knowledge and develop specific competencies. They are formal pedagogical documents outlining learning objectives, key concepts, and planned educational activities for a given period (Ben Tisha, 2017, p. 118).

d) *Environmental Activities*

Environmental activities are school-organised programmes integrated into the broader educational framework, in which

students participate voluntarily. These activities aim to achieve clear educational objectives inside and outside the classroom, fostering experiential learning and helping students develop pedagogical and social skills (Abdul Quddus, Abdul Fattah, & Morsi, 2020, p. 262).

7. Review of Previous Studies

7.1 The study by Aifaoui Farida and Latrash Firoz, titled "The Role of Educational Curricula in Promoting Environmental Awareness within Educational Institutions," presents a theoretical exploration published in Issue 10 of the *Integration Journal* at the University of Annaba (December 2020). It investigates how educational curricula contribute to fostering environmental awareness within school contexts. The researchers explored related concepts, the objectives of environmental education, and the teacher's role in conveying values and knowledge. They introduced several pedagogical approaches specific to environmental education, including the integrated and independent approaches. Their findings offer a broad overview of how curricula can be leveraged to build environmental awareness among students.

7.2 Another relevant study is that of Jamal Yahi (2022), titled "The Reality of Environmental Education in Primary Schools from the Perspective of Primary School Teachers," published in *The Journal of Al-Risala for Humanities and Social Research*, University of Tebessa. This empirical study focused on primary schools in M'sila, aiming to evaluate the actual state of environmental education as perceived by teachers. Using a descriptive methodology, Yahi selected a sample representing 10% of the study population. His findings highlighted a lack of substantial development in environmental education among students, although environmental topics included in the

curriculum do play a role in fostering awareness.

7.3 A third study, conducted by researchers Abdelhamid Abu Al-Tuwairat Ramadan, Embarka Al-Sadiq Suwaisi, and Sabah Abu Al-Qasim Omar, titled "The Role of the School in Acquiring Environmental Behaviour Among Primary Students," appeared in Issue 15 of *Al-Jabal Scientific Journal* (Zintan University, Libya, December 2022). This study aimed to explore the school's role in disseminating environmental knowledge and shaping values and attitudes. Using a descriptive approach and comprehensive field interviews with students and social workers, the researchers concluded that schools significantly influence environmental behaviours through curricula and school-based activities that orient student interests and help reshape behaviours.

7.4 Comparative Analysis:

The current study aligns with previous research in recognising the school environment as a critical platform for environmental awareness, especially in the primary stage. It also supports the notion that educational curricula contain environmental content capable of influencing students positively. However, the present study diverges from previous research in its objectives: while earlier studies focused on general environmental education, this research is particularly concerned with environmental *awareness* and the combined impact of curricula and field activities. Moreover, it differs methodologically and contextually by addressing knowledge gaps and avoiding limitations faced by earlier studies.

8. The School as a Source of Environmental Socialization

The school represents a foundational institution in the socialization of individuals and plays an integral role in the construction of students' personalities. It functions as a space for both formal instruction and the informal acquisition of values and behaviours. As a social institution, the school contributes to the transmission of knowledge and the development of students' awareness and attitudes towards their surroundings, including environmental issues.

Environmental socialization within the school context is achieved through the integration of environmental content in curricula, the modelling of pro-environmental behaviours by teachers, and the organization of extracurricular environmental activities. These mechanisms together help instil ecological values and shape students' environmental identity.

In its broader function, the school does not only teach facts but also shapes the way students relate to their environment. This is done by involving them in activities that foster environmental responsibility, such as recycling programs, gardening clubs, and community clean-up initiatives. Such initiatives enable students to internalize environmental values and apply them in their daily lives, thus achieving the goals of environmental education through lived experience rather than theoretical instruction alone.

Therefore, the school as a site of environmental socialization is not limited to knowledge transmission but extends to the shaping of long-term attitudes and sustainable practices. The effectiveness of this role depends on the school's ability to mobilize all available resources – human, material, and symbolic – to embed environmental culture across its entire educational framework.

9. Methodological Framework

9.1 Scope of the Study:

a. Geographical Scope: Given that the field study focuses on environmental awareness in primary education, the research was conducted in the city of Akbou, specifically targeting teachers from Al-Akhwa Al-Shuhada Claude Primary School and Mouloud Feraoun Primary School.

b. Human Scope: The study included primary school teachers of varying levels, ages, and genders.

c. Temporal Scope: The field research was carried out between January 7 and January 22, 2025.

9.2 Research Methodology:

The nature of the study and its objectives necessitated the use of the descriptive-analytical method, which is suitable for studies in the humanities and social sciences. This method is defined as "a scientific approach used to describe the subject of study methodically and to interpret findings through expressive numerical forms" or as an "attempt to reach precise and detailed knowledge of the elements of an existing problem or phenomenon, in order to achieve deeper understanding and develop future policies and procedures." (Ali Al-Mahmoudi, 2019, p. 46)

9.3 Study Population and Sample:

The study population comprised all teachers at Mouloud Feraoun and Al-Akhwa Al-Shuhada Claude Primary Schools, totalling 30 educators. A comprehensive survey method was employed, which is defined as "a method of collecting data and information from and about all individuals or elements within the study population using a variety of techniques." (Suleimani, 2022, p. 1066)

10. Data Collection Tools:

Data collection tools vary depending on the research topic and methodology. In this study, a questionnaire was selected as the

main instrument, especially suitable for quantitative research in the social sciences. The questionnaire is described as a "direct scientific inquiry technique, enabling researchers to obtain structured responses for the purpose of statistical analysis." (Alyan, 2000, p. 81)

Respondents completed the questionnaire voluntarily and independently. This tool was selected due to the nature of the topic, which required a broad understanding of the research issue. The questionnaire included both open- and closed-ended questions, divided into three thematic axes:

- Axis 1: Demographic characteristics of the respondents, covering four questions.
- Axis 2: Related to the first hypothesis—how educational curricula contribute to students' environmental awareness. Questions focused on students' interaction with environmental topics in the curriculum and the objectives these contents aim to achieve.
- Axis 3: Corresponding to the second hypothesis—how field-based environmental activities contribute to environmental awareness. Questions addressed the effectiveness of these activities in shaping awareness and the values they promote.

11. Statistical Methods Used:

Data and information are the foundation of all field research. Once collected—especially via tools like questionnaires in quantitative sociological studies—they must be processed and analysed. In this study, responses were processed manually. We relied on descriptive statistics, calculating frequencies and percentages to understand participants' responses.

Data analysis involved both statistical reading of tables and sociological interpretation. Percentages were calculated using the following formula:

$$\text{Percentage (\%)} = \frac{\text{(Frequency of response/Total sample size)}}{\times 100}$$

12. Data Presentation and Analysis of Results

12.1 Characteristics of the Study Sample

Table 1: Distribution of the Sample by Gender

Gender	Frequency	Percentage
Male	12	40%
Female	18	60%
Total	30	100%

Source: Prepared by the researchers

The data in Table 1 show that the majority of respondents were female (60%), compared to 40% male. This gender disparity is attributed to national service obligations that often delay male employment in the education sector.

Table 2: Distribution of the Sample by Age Group

Age Group	Frequency	Percentage
23–30 years	12	40%
31–40 years	13	43.33%
Over 40 years	5	16.67%
Total	30	100%

Source: Prepared by the researchers

Table (2), which presents the age groups of the sample members, shows that the majority fall within the [30–39] age group, representing 23%. This is followed by the [40–49] group, with a percentage of 60.00%, and then by those aged 50 and above, who constitute 16.66% of the sample.

From this, it can be concluded that the majority of participants belong to the younger age category. This trend may be attributed to the retirement of older teachers in recent years, as well as changes in the recruitment system within the education sector.

Table 3: Distribution of the Sample by Professional Experience

Experience	Frequency	Percentage
1–7 years	20	66.66%
8–14 years	6	20.00%
15 years and above	4	13.34%
Total	30	100%

Source: Prepared by the researchers

Table (3) reveals that 66.66% of the sample participants have between one and seven years of professional experience. In contrast, 23.33% have between eight and fourteen years of experience, while only 10% have more than fifteen years of experience.

This indicates that the majority of participants are relatively new teachers in the education sector. This trend can be attributed to recent reforms in the Algerian education system, particularly the integration process, which has resulted in the recruitment of a new generation of teachers.

12.2 Data Analysis Based on Hypotheses

Table 4: Types of Environmental Content in the Curriculum

Curriculum Content	Frequency	Percentage
Introduction to environment and its problems	10	33.33%
Role of individual and society in conservation	8	26.66%
Importance of water and its preservation	8	26.66%
Importance of tree planting	4	13.33%
Total	30	100%

Source: Prepared by the researchers

Table (4), which presents the environmental content included in educational curricula, indicates that the theme highlighting the role of the individual and society in protecting the environment recorded the highest percentage at 56.66%. This is followed by the themes of introducing the environment and the importance of water conservation, both at 16.66%, while the theme related to the importance of planting trees and vegetation accounts for 10%.

From this, it can be concluded that educational content places significant emphasis on teaching students the importance of environmental preservation through various individual and collective responsibilities. Additionally, it stresses the need to protect water resources, recognising water as a fundamental element of life.

Table 5: Acquisition of Environmental Concepts by Students

Acquisition	Frequency	Percentage
Yes	20	66.66%
No	10	33.34%
Total	30	100%

Source: Prepared by the researchers

Table (5) shows that 66.66% of the participants believe that the environmental concepts presented in the educational curricula help students acquire environmental values. In contrast, 33.33% of the sample indicated that some of these concepts are too complex for students to fully understand.

This suggests that, overall, the environmental concepts included in the curricula significantly contribute to equipping students with environmental knowledge and values, which play an essential role in raising their environmental awareness.

Table 6: Dimensions Teachers Emphasise in Environmental Lessons

Dimension	Frequency	Percentage
Educational	20	66.66%
Aesthetic	10	33.34%
Total	30	100%

Source: Prepared by the researchers

Table (6), which represents the dimensions on which teachers rely when delivering lessons, shows that the pedagogical dimension recorded the highest percentage at 83.33%, followed by the aesthetic dimension at 16.66%.

This indicates that teachers place significant emphasis on highlighting the pedagogical aspects embedded in the educational curricula, which play a key role in enhancing students' environmental awareness. Through these pedagogical dimensions, students are provided with a set of environmental knowledge and attitudes that contribute to shaping their awareness and responsibility toward the environment.

Table 7: Objectives of Environmental Curriculum Content

Objective	Frequency	Percentage
Clarifying concepts	6	20.00%
Instilling principles and values	18	60.00%
Skill development and behaviour	6	20.00%
Total	30	100%

Source: Prepared by the researchers

The results of Table (7) show that the objective of instilling environmental principles, values, and attitudes accounts for the highest percentage at 63.66%. This is followed by the goal of clarifying and simplifying environmental concepts at 23.33%, while the aim of developing skills and guiding behaviour represents 13.33%. These statistics indicate that the environmental topics included in educational curricula primarily aim to reinforce environmental values and embed in students' minds the principles they

should uphold in relation to the environment.

Table 8: Student Interaction with Environmental Content

Interaction Level	Frequency	Percentage
Weak	7	23.33%
Moderate	16	53.34%
Strong	7	23.33%
Total	30	100%

Source: Prepared by the researchers

Table (8), which addresses the extent of students' engagement with environmental education curricula, shows that 60% of the respondents indicated a moderate level of student interaction with environmental content. Meanwhile, 20% reported weak engagement, and another 20% observed strong engagement.

This suggests that most students show a reasonable degree of interest in environmental topics, likely because such subjects resonate with their everyday experiences.

Table 9: Curriculum's Capacity to Enhance Environmental Knowledge

Viewpoint	Frequency	Percentage
Sufficient	18	60.00%
Insufficient	12	40.00%
Total	30	100%

Source: Prepared by the researchers

The results of the table indicate that 73.33% of the respondents believe that the current educational curricula are sufficient to enhance students' environmental knowledge and behavioural awareness, while 26.33% do not share this view.

These statistics suggest that those who view the curricula as adequate believe they effectively address environmental education and awareness. On the other hand, respondents who find the curricula insufficient may be highlighting existing

gaps in the educational system, particularly the lack of practical application in some subjects.

Table 10: Frequency of Environmental Field Activities at School

Frequency	Frequency	Percentage
Always	9	30.00%
Sometimes	21	70.00%
Total	30	100%

The results of Table (10) show that schools occasionally organise field activities within the school environment, as indicated by 70% of respondents. Meanwhile, 30% stated that such activities are conducted regularly.

These findings reflect a growing level of environmental awareness within the school setting, highlighting the school's role in promoting environmental engagement through practical, field-based initiatives.

Table 11: Student Participation in Field Environmental Activities

Participation	Frequency	Percentage
Yes	30	100.00%
No	0	0.00%
Total	30	100%

Source: Prepared by the researchers

The table indicates that all students (100%) participate in the environmental activities conducted at school. This high level of engagement can be attributed to students' natural interest in and appreciation for the environment and nature.

Table 12: Organization of Environmental Field Trips by Schools

Frequency	Frequency	Percentage
Always	10	33.33%
Sometimes	20	66.67%
Total	30	100%

Source: Prepared by the researchers

The table shows that 86.66% of respondents indicated that the school occasionally organises environmental field trips, while 13.33% stated that such trips are conducted regularly.

This suggests that the organisation of environmental field trips depends largely on the school's policies or individual and collective initiatives. At times, challenges such as financial or logistical constraints may limit the frequency and consistency of these activities.

Table 13: Impact of Environmental Activities on Knowledge and Attitudes

Type of Impact	Frequency	Percentage
Knowledge awareness	18	60.00%
Attitude and behaviour	12	40.00%
Total	30	100%

Source: Prepared by the researchers

The table indicates that 73.33% of students gain cognitive awareness about environmental issues through field activities, while a smaller percentage—26.66%—reflect the formation of environmental attitudes and behaviours. This outcome can be attributed to the fact that the primary education stage is primarily focused on raising awareness, learning, and understanding basic environmental concepts. At this developmental phase, students are more receptive to acquiring knowledge than forming consistent behavioural patterns.

Table 14: Development of Environmental Attitudes in Children

Response	Frequency	Percentage
Yes	23	76.66%
No	7	23.34%
Total	30	100%

Source: Prepared by the researchers

The table shows that the majority of students—80% according to the respondents—are capable of developing environmental attitudes and behaviours in the future. Meanwhile, 20% of respondents believe that students may not be able to acquire such behaviours.

This discrepancy can be attributed to individual differences among students,

including variations in interest, comprehension, and responsiveness to environmental education initiatives.

Table 15: Types of Values Reinforced by Environmental Activities

Type of Value	Frequency	Percentage
Moral values	12	40.00%
Scientific/Knowledge	13	43.33%
Aesthetic values	5	16.67%
Total	30	100%

Source: Prepared by the researchers

The results of the table show that environmental activities primarily aim to instil moral values, as indicated by 50% of respondents. Scientific and cognitive values follow at 33.33%, while aesthetic values represent 16.66%.

These statistics highlight the importance of moral values at the primary school level, a critical stage in shaping students' personalities and developing their intellectual foundations. Instilling ethical principles during this phase supports the formation of responsible, environmentally conscious individuals.

13. Discussion of Results in Relation to the Hypotheses

13.1 Analysis of the First Hypothesis

The first hypothesis posited that educational curricula contribute significantly to raising environmental awareness among students. Analysis of the questionnaire data presented earlier supports this assumption. The findings demonstrate that environmental content embedded within school curricula plays a foundational role in cultivating environmental consciousness.

Approximately 26.66% of respondents acknowledged the emphasis placed on the responsibilities of individuals and society in protecting the environment. Furthermore, 66.66% of students displayed a clear ability to grasp and internalise environmental concepts. The data also

indicated that 60.00% believed the intended outcomes of the curricula focused on promoting values and principles related to environmental responsibility. However, only 20.00% felt that the environmental content currently included in primary-level education was entirely sufficient to foster full environmental awareness.

These results validate the hypothesis. They confirm that the integration of environmental education within the school curriculum enhances students' knowledge, values, and understanding of ecological issues, while simultaneously nurturing the ethical frameworks necessary to support sustainable behaviours.

13.2 Analysis of the Second Hypothesis

The second hypothesis addressed the impact of field-based environmental activities on student awareness. Data presented in Tables 10, 11, 12, and 14 provide strong support for this hypothesis. The responses highlight that participation in school-organised environmental activities plays an essential role in shaping students' ecological attitudes and behaviours.

Students were found to actively participate in environmental initiatives, and these experiences significantly influenced their relationship with environmental values. Notably, 23% of the sample prioritised moral values as the most important outcome of these activities, followed by cognitive and scientific values.

Overall, the data confirm the hypothesis that field-based environmental activities are effective in promoting environmental awareness. These activities help students develop practical understanding, encourage environmentally responsible behaviours, and strengthen their emotional and ethical connection to nature.

14. Summary of Key Findings

Based on the overall analysis and the testing of both hypotheses, several important findings were reached regarding the role of the school in promoting environmental awareness:

- The incorporation of environmental themes into educational curricula plays a significant role in guiding students toward a deeper understanding of their surroundings and the challenges facing the natural world.
- Students are exposed to key environmental concepts that facilitate the acquisition of both knowledge and values necessary for sustainable living.
- Schools play an active role by organising field activities and initiatives aimed at fostering a sense of environmental responsibility and awareness.
- Such initiatives successfully instil a combination of moral, cognitive, and scientific values, laying the foundation for lifelong environmental commitment.

Conclusion

This study underscores the growing importance of environmental awareness as a topic of educational and societal relevance. Based on the field data and analysis conducted, it is evident that the school environment plays a pivotal role in

instilling environmental values during the early stages of a student's academic life.

Education, when strategically designed, has the power to cultivate future generations that are more mindful of ecological issues. Curricula that incorporate environmental themes not only inform but also influence students' perceptions and behaviours. Everyday examples, such as improper waste disposal or the neglect of green spaces, can be addressed effectively through classroom discussions and practical learning.

Additionally, extracurricular activities—such as environmental clean-up campaigns and tree planting—provide students with hands-on experiences that reinforce what they learn in class. These initiatives foster teamwork and a shared sense of responsibility. Teachers, as role models, also play a critical role by guiding students through both words and actions, shaping their attitudes towards environmental conservation.

In conclusion, promoting environmental awareness within schools is not solely the task of educators; it requires the joint efforts of families, institutions, and society at large. A well-informed student body today is the foundation of an environmentally responsible society tomorrow.

Recommendations

▪ **Role of Educational Curricula:**

The findings indicate that environmental content is present within school curricula and contributes effectively to raising student awareness. Over 66% of teachers agreed that students were able to understand and internalise environmental concepts, although some reported that certain topics remain too complex for younger learners. Moreover, the emphasis on instilling environmental values (rather than merely transmitting knowledge) was a consistent theme, supported by the high

percentage of teachers who prioritised educational dimensions in their lessons.

▪ **Student Engagement:**

Most students demonstrated moderate to strong engagement with environmental topics. This suggests that the inclusion of relevant and relatable themes in the curriculum, such as water conservation and the importance of trees, successfully captures students' interest. However, a proportion of students showed weaker engagement, indicating a need to diversify pedagogical strategies or adapt content to different learning styles.

▪ **Practical Relevance of Curricula:**

While 60% of respondents considered the environmental curriculum sufficient, a substantial 40% found it lacking, primarily due to the absence of hands-on applications. This highlights a gap between theoretical content and its practical implementation. Teachers seem to favour the moral and behavioural aspects of environmental education, but their effectiveness depends on experiential reinforcement.

▪ **Field Activities and Experiential Learning:**

A standout finding is the unanimous participation of students in environmental field activities. These activities—when available—enhance both knowledge and behaviour, with the majority of respondents confirming that students developed stronger environmental attitudes and an increased appreciation for nature. Although these programs are not consistently implemented, they were shown to have a significant impact when conducted.

Value Formation and Behavioural

Outcomes:

Environmental activities contribute predominantly to the development of moral and scientific values. This reflects the dual aim of environmental education: fostering ethical responsibility and cognitive understanding. The moral dimension was especially prominent among younger students, reinforcing the need for early exposure to value-based environmental learning.

Institutional Support and Limitations:

Although schools appear to support environmental education initiatives, the frequency of organised field trips and activities depends on institutional resources. Constraints such as budget limitations or lack of trained personnel may hinder more regular implementation of such programs. Addressing these issues would allow schools to better integrate environmental education into their culture.

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