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## **Strategies in Promoting Responsible Management and Green Behavior: Teachers' Involvement in Environmental Initiatives**

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### **ABSTRACT**

This qualitative-phenomenology was conducted to determine the strategies in promoting responsible management and behavior among teachers. There were 16 teachers who participated in the in-depth interview using the interview guide questions. Results show that the impact of responsible management on student outcomes and overall classroom dynamics it addressed diverse students' needs, stimulated multimedia components, applied concepts, delivered the lessons through clear communication, and enhanced pedagogical skills.

Meanwhile, the strategies employed by teachers in promoting responsible management behavior by equipping students with life skills, modelling responsible behavior, incorporating character education, and encouraging decision-making and problem-solving. Providing information on environmental awareness, incorporating environmental topics, and creating green initiatives are the strategies employed by teachers in integrating green behavior in instructions. Implications in pedagogy and research are integrated.

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### **Introduction**

In an era of environmental consciousness and the need for sustainable practices, education is crucial to promoting responsible management and green behavior. In this context, teachers are crucial in encouraging environmental awareness and eco-friendly practices among youth. This thesis examines educators varied environmental advocacy techniques.

Kopnina (2018) discovered that education is increasingly recognized as crucial to environmental issues. Environmental education can change people's sustainability views and behaviors (Braun et al., 2018). Shutaleva et al. (2021) also emphasize the relevance of experiential learning and active environmental participation in teaching students' ecological responsibility.

With the emerging studies, it emphasizes environmental education but typically disregard instructors' sustainability-integration efforts (Harvey, 2021). This research attempts to bridge this gap and reveal teachers' different pedagogical techniques and classroom strategies to promote responsible management and green behavior in students (Chen et al., 2020).

Existing literature recognizes teachers' role in environmental awareness, but it does not address their impact on responsible management and green conduct (Roscoe et al., 2019). Some studies have explored environmental education programs, but few have examined how teachers integrate sustainability principles across academic subjects (Ardoin et al., 2020). Limited study has examined the synergies between teachers' environmental actions and institutional efforts to teach pupils environmental responsibility (Salvioni et al., 2017).

This study illuminates instructors' complex tactics for encouraging responsible management and green behavior in schools. This study addresses the research vacuum in implications and literature to guide policy, curriculum, and teacher training programs for environmental sustainability in education.

### **Statement of the Problem**

As the researcher, I aimed to highlight the varied approaches in promoting a responsible management and green behavior based on the teachers' engagement with environmental initiatives. Thus, I am bounded with the following guide questions:

- 1) How do teachers perceive the impact of responsible management on student outcomes and overall classroom dynamics?
- 2) What strategies do teachers employ to promote responsible management behavior among students?
- 3) How do teachers integrate green behavior into instructions to promote environmental awareness and sustainability?
- 4) What strategies do teachers use to involved students in green behavior and encourage their active participation in environmental initiatives?

### **Research Design**

This study employed a qualitative-phenomenological approach. Qualitative research allows for the exploration of various contexts in which research can be conducted (Yan et al., 2022). It can be utilized in the fields of narratology, case study, multiple case study, ethnography, and grounded theory. Therefore, there is no requirement for statistical techniques to analyze the results.

Conversely, phenomenology is concerned with the subjective experiences and perceptions of individuals (Gagura, 2023). Therefore, the interpretation should be deduced from their conversation. Similarly, this approach focuses on doing comprehensive analyses of how these events have given significance to individuals (Stolz, 2023).

Overall, this work is qualitative as it does not rely on numerical data or statistical analysis. The fundamental concepts of this method are elucidating how teachers utilize varied approaches in promoting a responsible management and green behavior based on the teachers' engagement with environmental initiatives.

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## **RESULTS AND DISCUSSIONS**

### ***Impact of Responsible Management on Student Outcomes and Overall Classroom Dynamics***

The first question delves into the teachers perceive the impact of responsible management on student outcomes and overall classroom dynamics. Whereas there are five organizing themes exists.

*Addressed Diverse Students' Needs.* Responsible management creates a welcoming climate that supports students' diverse origins, learning preferences, and skill levels while also promoting academic achievement and personal development. This method entails putting customized teaching ideas into practice, offering the required support materials, and encouraging a respectful and understanding environment among students. Students have a sense of worth, empowerment, and motivation to actively participate in their education as a result, which improves academic achievement, increases student satisfaction, and creates a classroom environment that values cooperation, empathy, and respect for one another.

One of the participants said that,

*"...addressing diverse student's needs, ultimately enhancing the quality of education..."* (Informant 1, Q1.2, L 12-14) Another conferred that,

*"...when schools prioritize the well-being of students and promote inclusivity, it enhances their motivation to learn and achieve..."* (Informant 6, Q1.1, L 80-83)

Lastly, one of them shared that,

*"...responsible management practices recognize that students have diverse learning needs and preferences. Teachers can deliver lessons in a way that caters to individual student needs by providing differentiated instruction..."* (Informant 7, Q1.2, L 113-119)

All students can flourish in an environment of equity and inclusion when responsible management acknowledges and meets the special needs of each student (Pope et al., 2019). This proactive strategy helps kids feel respected and like they belong in addition to promoting academic success by removing obstacles to learning. Classrooms so turn into lively places where understanding of one another rules, cooperation is promoted, and variety is honored (Trumbull et al., 2020). For Hollie (207), its all-encompassing method of education improves the results of each student individually and helps to create a welcoming community that celebrates variety and encourages group development.

*Stimulated Multimedia Components.* It takes a range of multimedia tools and materials to raise student understanding, critical thinking, and classroom participation. Using interactive elements like movies, simulations, virtual tours, and digital presentations, educators may create dynamic learning environments that support a variety of learning styles and deepen understanding of the ideas of responsible management. Together with encouraging group work, active engagement, and the real-world application of moral decision-making, these multimedia components enhance student learning and provide a supportive classroom climate that fosters overall development.

A single participant talked about multimedia as a platform that provides and enhances learning. She said,

*"Utilizing multimedia resources greatly helped my students comprehend complex topic by providing dynamic visuals and interactive elements."* (Informant 2, Q1.1, L 16-19)

A stimulating learning environment is essential. In responsible management education, videos, interactive presentations, and simulations can assist instructors accommodate different learning styles, boost understanding, and develop critical thinking (Challa et al., 2021; Shorey et al., 2021). These elements interactively portray real-world scenarios, ethical issues, and case studies, helping students understand and apply responsible management principles. For Selfa-Sastre et al. (2022), through active involvement and interaction, multimedia components provide a more inclusive classroom atmosphere that fosters collaborative learning and crucial leadership abilities in today's complicated world.

*Applied Concepts.* Applied concepts show how responsible management is used. Instructors can employ case studies, role-playing, and project-based learning to apply theory. Students apply theoretical knowledge to ethical decision-making, sustainability, corporate social responsibility, and stakeholder management problems using applied ideas. These hands-on activities improve comprehension, critical thinking, problem-solving, ethics, and leadership

readiness. Applied concept exercises foster active participation, peer learning, and constructive debate, increasing student outcomes and classroom dynamics.

Based on the narrative quos, one of the participants shared that,

*“It impacted the delivery of the lesson by fostering deeper understanding and retentions as students could see the direct application of the concepts in real-life scenarios.”* (Informant 3, Q1.2, L 33-37)

Patton et al. (2016) argued that practical integration of responsible management ideas into educational practices with important implications for student development and classroom dynamics is called applied concepts. Engaging students in real-world events and difficulties helps them understand theoretical concepts and their practical applications and promotes active learning and critical thinking (Darling-Hammond et al., 2020). For Martin et al. (2021), ethics, sustainability, and stakeholder management are explored in case studies, simulations, and experiential learning projects to teach students ethical thinking and decision-making. As for Gilbert et al. (2018), immersive classroom environment encourages collaboration, sharing, and learning. Implementing responsible management concepts helps students learn and develop leadership skills.

*Clear Communication.* Clear communication helps students understand, collaborate, and act ethically. Effective communication is needed to explain complex responsible management principles, conduct relevant debates, and solve classroom issues. Teachers that support clear communication enable students to politely express their thoughts, opinions, and concerns. Clear communication builds trust and transparency, which are essential for ethical behavior and decision-making. Instructors increase student outcomes and develop integrity and collaboration by stressing clarity, active listening, and empathy to help students comprehend responsible management principles and build a healthy, inclusive classroom where every voice is appreciated and heard.

A timely and clear communication allows the teachers, parents, and students set expectations. A participant shared that,

*“When school administrators and teachers practice responsible communication, it creates a positive learning environment. Clear and timely communication between teachers, students, and parents helps in setting expectations, addressing concerns, and fostering collaboration. This leads to better student engagement and improved academic performance.”* (Informant 5, Q1.1, L 51-61)

Consequently, feedback is a clear communication as per discussed by another participant. He said that,

*“Teacher feedback plays a crucial role in affecting student learning and achievement. By providing constructive and timely feedback, teachers can guide students towards better understanding and mastery of the subject matter. This feedback mechanism is a key component of responsible management in education.”* (Informant 10, Q1.1, L 172-180)

Mercader et al. (2021) discussed that clear communication improves students' ethics, teamwork, and understanding. Students who value good communication may comprehend difficult responsible management ideas, debate thought-provoking subjects, and overcome moral dilemmas (Saphiro & Stefkovich, 2016). Clear instructions, expectations, and criticism build trust and accountability. Effective communication helps students to share their thoughts in class, fostering respect and inclusion (Cook-Sather, 2020). Students learn responsible management and leadership communication skills from teachers that emphasize empathy, active listening, and clarity. Student performance and ethics and teamwork improve (Naraian, 2017).

*Enhanced Pedagogical Skills.* Good teaching requires responsible management and improving student learning. Effective teachers use experiential learning, flipped classrooms, and inquiry-based approaches to promote critical thinking and ethics. Teachers create an inclusive learning environment where all students can flourish by customizing lessons to different learning styles and abilities. Students learn problem-solving, cooperation, and communication while learning responsible management. Pedagogical refinement provides a dynamic classroom with active involvement, intellectual curiosity, and a shared commitment to ethical leadership, generating excellent student outcomes and creating future leaders.

Professional development is a process in enhancing the teaching attributes of a teacher where a participant pointed out. She stated that,

*“School leaders who prioritize professional development for teachers contribute to improved student learning outcomes. Providing opportunities for ongoing training, workshops, and collaboration helps teachers enhance their instructional practices and stay updated with the latest research-based strategies. This, in turn, positively impacts student achievement.”* (Informant 8, Q1.1, L 128-139)

Improved teaching benefits students and teachers. Advanced professors can engage students in responsible management. For Luna Scott (2015), innovative teaching methods, adapting to varied learning styles, and interactive learning environments promote critical thinking, ethics, and teamwork. With better pedagogical abilities, teachers may build inclusive classrooms where every student feels valued and driven to study (Oleson, 2023). Positive classroom dynamics and future responsible leadership are fostered by improved pedagogical skills, which help students grasp responsible management principles and acquire critical skills and competences for success in academia and beyond (Molderez & Ceulemans, 2018).

**Table 6.** Impact of Responsible Management on Student Outcomes and Overall Classroom Dynamics

| Global Theme                 | Organizing Themes                 | Basic Themes   |
|------------------------------|-----------------------------------|--|
| Impact on Students' Outcomes | Addressed Diverse Students' Needs | Students' needs are catered regardless of their learning capabilities. |

|                                  |  |
|----------------------------------|--|
| Stimulated Multimedia Components | Students are exposed into multimedia tools to improve instructions and learning. |
| Applied Concepts                 | Students are provided with the concepts of the topics.                           |
| Clear Communication              | Students are provided with vivid information crucial for learning development    |
| Enhanced Pedagogical Skills      | Students are able to witness the change in the delivery of learning.             |

### Strategies Employed by Teachers in Promoting Responsible Management Behavior among Students

Second research question dealt with the strategies do teachers employ to promote responsible management behavior among students. Thus, organizing themes of this are consists of four.

*Equipping Students with Life Skills.* Critical thinking, decision-making, communication, and empathy are taught to help students solve difficult ethical problems and make responsible choices in personal and professional life. Students learn responsible management theory and implement it in their daily lives through experiential learning, role-playing, and real-world case studies. Teachers create a supportive learning atmosphere that stimulates introspection, collaboration, and self-awareness, educating students to be ethical leaders and sympathetic citizens.

Promoting and emphasizing essential life skills is one of the behaviors that has been discussed by a participant. He said that,

*"I promote responsible management among students by emphasizing organization, time management, collaboration, effective communication, and informed decision-making, equipping them with essential life skills for academic and personal success."* (Informant 1, Q2.1, L 1-8)

While promoting social skills was conveyed by another participant. She conferred that,

*"Promoting responsible management often involves collaboration, teamwork, and empathy. Through these experiences, students can develop and enhance their social skills, such as communication, cooperation, and conflict resolution. This can lead to improved relationships with peers and teachers."* (Informant 7, Q2.2, L 106-115)

Furthermore, things that encouraged decision-making and problem solving contribute to critical thinking skills. She stated that,

*"Activities that encourage decision-making and problem-solving promote the development of critical thinking skills. Students learn to analyze situations, consider different perspectives, and make responsible choices. These skills are transferable and can benefit students in various aspects of their lives."* (Informant 8, Q2.2, L 129-137)

For Mathee and Turpin (2019), educators improve students' academic performance and prepare them for personal and professional success by teaching critical thinking, problem-solving, communication, and empathy. Students learn how to apply responsible management principles to complex ethical challenges and dynamic situations through experiential learning, role-playing, and real-world case studies (Reneses, 2023). By creating a supportive and inclusive classroom culture that prioritizes ethical decision-making and social responsibility, teachers raise empathic, ethical leaders who can impact their communities and beyond (Gimbert et al., 2023). Thus, by emphasizing life skills alongside academic information, educators shape students' responsible management behavior, creating a more just, sustainable, and equitable society.

*Modelling Responsible Behavior.* Educators influence students' values, attitudes, and behaviors by modeling ethical behavior and competent decision-making. Teachers model honesty, transparency, and empathy to promote ethical management and inspire pupils to do the same. By promoting respect, teamwork, and accountability in the classroom, educators empower students to discuss ethics, face problems, and uphold ethical standards. Teachers model responsible behavior to instill important values and abilities in pupils and develop a generation of ethical leaders who will benefit society.

Demonstrating professionalism is one of the keys in modelling responsible behavior. She explains that,

*"Teachers and school administrators can model responsible behavior by demonstrating professionalism, integrity, and ethical conduct. By consistently practicing responsible management themselves, they set an example for students to follow."* (Informant 5, Q2.1, L 57-63)

Another participant discussed that setting clear expectations as a responsible behavior is a form of modelling. She expounds that,

*"By modeling responsible behavior and setting clear expectations, students may demonstrate improved behavior and adhere to the established guidelines. They understand the importance of responsible management and the impact it has on themselves and the overall learning environment."* (Informant 6, Q2.1, L 84-92)

Consequently, modelling responsible behavior has a great impact on students. A participant describes that,

*“Demonstrating responsible behavior sets a positive example for students. This can include showing up on time, being organized, treating everyone with respect, and taking responsibility for one's action.”* (Informant 9, Q2.1, L 139-144)

Teachers who model ethical behavior and responsible decision-making influence students' views of responsible management (Ballangrud & Aas, 2022). By modeling honesty, transparency, and empathy, educators inspire students to follow these ideals in their own lives and careers. By promoting mutual respect, collaboration, and accountability in the classroom, teachers empower students to discuss complex ethical issues and develop their own ethical reasoning (Strom M., & Strom, A., 2020). For Huda et al. (2018), teachers model responsible behavior to help students develop responsible management skills and create a positive learning environment that promotes integrity, empathy, and social responsibility, shaping future ethical leaders.

*Incorporating Character Education.* Character education is essential for teachers to educate children responsible management. Integrating integrity, empathy, and resilience into the curriculum and classroom atmosphere may promote ethical decision-making and accountability. Teachers can model positive behavior, explore moral challenges, and create service-learning projects to apply students' knowledge in real-world settings. These intentional initiatives teach pupils life skills and social responsibility, making society more ethical and harmonious.

Responsible management skills and values should be an integration in character education which was conveyed by a participant. She talked about,

*“Integrate character education into the curriculum to explicitly teach and reinforce responsible management skills and values. This can include lessons on honesty, respect, responsibility, empathy, and teamwork. By incorporating these values into the curriculum, students learn about and practice responsible management in various contexts.”* (Informant 6, Q2.1, L 74-83)

Taking leadership roles and responsibilities promotes as a tool in molding the character of students is the argument of another participant. She argued that,

*“Provide opportunities for students to take on leadership roles and responsibilities within the school community. This can include organizing events, leading clubs or committees, or participating in student government. By empowering students to take ownership and demonstrate responsible management, they develop valuable skills and contribute to a positive school environment.”* (Informant 7, Q2.1, L 93-105)

For Kutsyuruba et al. (2015), individual and community well-being is affected by instructors' character education to promote good managing conduct. Teachers emphasize honesty, accountability, and respect to help pupils address ethical dilemmas. Character education in schools improves learning and civic engagement (Cohen et al., 2018). Students who adopt these principles are more likely to handle school, work, and community responsibly, helping to promote a more equitable and ethical society (Cheng & Sikkink, 2020). Teaching character alongside academic performance recognizes the holistic nature of education and that moral growth is as vital as information and skills.

*Encouraging Decision-Making and Problem-Solving.* Teachers encourage decision-making and problem-solving to promote responsible management in pupils to develop life skills and autonomy. By giving children real-world issues and choices, educators teach them to think critically, assess options, and behave ethically. Case studies, simulations, and collaborative projects improve students' cognitive skills and resistance to hardship. Teachers scaffold the decision-making process and provide constructive feedback to help students develop effective problem-solving strategies and ethical decision-making frameworks to navigate the modern world with confidence and integrity.

Opportunities such decision making and problem-solving allow students to gather information. A single participant recalls that,

*“Create opportunities for students to engage in decision-making and problem-solving activities. This can involve group discussions, case studies, or real-life scenarios where students have to consider different perspectives, make responsible choices, and solve problems collaboratively. Such activities promote critical thinking, responsibility, and accountability.”* (Informant 8, Q2.1, L 116-127)

Teachers develop these skills to help pupils succeed academically and in life. Strong decision-making and problem-solving skills help students handle complicated situations, adjust to changing circumstances, and make ethical decisions (Hansen, 2019). For Safir (2017), by promoting responsible decision-making in the classroom, educators help create a generation of leaders that value honesty, teamwork, and innovation, creating a more resilient and equitable society. With Resch and Schritteser (2023) discussion, by giving students real-world practice, educators bridge the gap between theory and practice, empowering them to address critical social challenges and meaningfully contribute to their communities.

**Table 7.** Strategies Employed by teachers in promoting responsible management behavior among students

| Global Theme                                      | Organizing Themes                   | Basic Themes   |
|---|-------------------------------------|--|
| Ways in Promoting Responsible Management Behavior | Equipping Students with Life Skills | The teachers ensured that the students are taught with skills crucial for life.      |
|   | Modelling Responsible Behavior      | The teacher modelled themselves to their students to become responsible individuals. |
|   | Incorporating Character Education   | The teacher infused values in teaching.  |

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|   |  |
|---|--|
| Encouraging Decision-Making and Problem-Solving | The teacher made it sure that students are driven to make sound decisions in solving problems. |
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## Strategies Employed by Teachers in Integrating Green Behavior in Instructions

With the gathered data, the third research encompasses the teachers integrate green behavior into instructions to promote environmental awareness and sustainability. Moreover, three organizing themes emerged.

*Providing Information on Environmental Awareness.* Teachers improve pupils' understanding of climate change, pollution, and resource depletion by incorporating environmental topics into the curriculum. Teachers educate environmental conservation and inspire students to live green through engaging lessons, conversations, and hands-on activities. By applying environmental ideas to real-world situations and highlighting the connection of humans and nature, educators enable students to make educated decisions that help create a more sustainable future for themselves and future generations. Teachers can create a generation of environmentally conscious global citizens that care about the earth by including environmental consciousness into curriculum.

A single participant shared that,

*"Providing information and resources on environmental awareness and sustainability empowers students with practical knowledge and fosters a culture of environmental responsibility affectively, inspiring them to become proactive steward of the planet."* (Informant 1, Q3.2, L 8-14)

Another participant argued that,

*"Engage students in creating posters, presentations, or videos to raise awareness about environmental issues within the school and community. They can share information about recycling, reducing waste, and conserving resources."* (Informant 12, Q3.1, L 117-124)

For Thor and Karlsudd (2020), teaching environmental awareness as part of green behavior teaching has major consequences for developing students' sustainable thoughts and actions. They added that, environmental themes in school curricula provide knowledge and foster stewardship of the world. Students learn critical thinking, eco-friendliness, and community transformation through this strategy (George & Wooden, 2023). Integrating environmental awareness into teaching methodologies empowers students to confront global issues like climate change, biodiversity loss, and resource depletion, creating a more ecologically conscious and resilient society (Radzi et al., 2022).

*Incorporating Environmental Topics.* Ecological concepts, sustainability principles, and real-world environmental issues are integrated into lesson plans and classroom activities to help students connect with nature and understand how human actions affect the environment. This method increases pupils' environmental awareness and develops empathy, critical thinking, and problem-solving skills for complicated ecological issues. Integrating environmental topics into teaching strategies promotes a holistic approach to education, integrating environmental stewardship with academic learning, ethical development, and social responsibility, preparing students to be informed and proactive environmental change agents.

Integrating environmental lessons in the curriculum is being conveyed by a participant. He stated that,

*"Integrate environmental topics into the curriculum across various subjects. This can involve incorporating lessons on climate change, renewable energy, waste management, biodiversity, and sustainable practices. By embedding these topics into lessons, students gain knowledge and understanding of environmental issues."* (Informant 6, Q3.1, L 64-73)

Consequently, organizing outdoor activities with environmental discussions hone the green behavior of students. She shared that,

*"Organize outdoor learning experiences and nature exploration activities. This can include field trips to parks, nature reserves, or local environmental centers. Provide opportunities for students to engage with the natural world, observe ecosystems, and learn about the importance of environmental conservation."* (Informant 8, Q3.1, L 85-94)

Quintero-Angel et al. (2021) discussed that adding environmental topics to courses expands students' knowledge and helps them grasp ecological interdependence and sustainable actions. This method instills environmental responsibility and critical thinking in pupils to solve difficult environmental issues (Claro & Esteves, 2021). For Alam (2022), integrating environmental concerns into teaching tactics also helps create a more environmentally aware generation, setting the groundwork for a more sustainable and resilient future. Teachers can shape environmentally conscious attitudes and actions that benefit local communities and global ecosystems by integrating environmental subjects into curriculum (Bergman, 2016).

*Creating Green Initiatives.* With student involvement in eco-friendly project planning and implementation, educators empower students to take responsibility for their environmental effect and be change agents. These projects allow students to apply their knowledge and abilities in real-world situations and promote community responsibility. Green efforts in education can also foster a culture of environmental knowledge and action in schools, affecting society beyond the classroom. Teachers inspire the next generation of environmental leaders who can solve global problems and promote a sustainable future by supporting green activities.

One of the participants have discussed that,

*"I integrate green behavior by providing information and tips on energy conservation, waste reduction, and eco-friendly practices to encourage environmentally responsible behaviors, fostering a culture of sustainability within the community."* (Informant 1, Q3.1, L1-7)

Further, another participant added that,

*"Infusing green behavior seamlessly into various subjects allowed for the integration of sustainability concepts into everyday coursework and extracurricular activities, fostering a holistic understanding of environmental responsibility."* (Informant 2, Q3.1, L 15-21)

Interestingly, through practicing environmental habits by teachers and staffs enable the students to acquire the green behavior. She informed that,

*"Teachers and school staff can model green behavior by practicing environmentally friendly habits themselves. This can include recycling, conserving energy and water, reducing waste, and using sustainable transportation methods. By modeling these behaviors, educators set an example for students to follow."* (Informant 5, Q3.1, L 55-63)

Leal Filho et al. (2018) argued that green initiative effort applies classroom instruction and fosters environmental responsibility. They added that by including students in green project development, implementation, and evaluation, educators foster critical thinking, creativity, and teamwork, enabling them to transform the environment. For Mitchell et al. (2015), green projects also foster community engagement and partnerships, connecting classroom learning to real-world action. Teachers improve the educational experience and create a generation of environmentally aware, proactive people who can solve tomorrow's environmental problems by embracing and advocating green initiatives (Swargiary, 2023).

**Table 8.** Strategies Employed by teachers in integrating green behavior in instructions

| Global Theme                       | Organizing Themes                                | Basic Themes   |
|------------------------------------|--|--|
| Ways in Integrating Green Behavior | Providing Information on Environmental Awareness | The teacher informed students to become aware of the environment.  |
|                                    | Incorporating Environmental Topics               | The teacher applied environmental perspectives in lessons.         |
|                                    | Creating Green Initiatives                       | The teacher imposed programs that promote environmental awareness. |

### Strategies Employed by Teachers in Involving Students in Green Behavior

The last research question involved with the way of the strategies employed by teachers in involving students in green behavior. A single and unified organizing theme occurred.

*Hands-on Environmental Activities.* Teachers can encourage active participation and deeper ecological learning by involving students in real-world environmental challenges. These activities supplement classroom learning and help kids connect with nature. Outdoor experiments, community clean-ups, and sustainable gardening projects teach students problem-solving, teamwork, and critical thinking while instilling a sense of responsibility and environmental care. These activities give kids a comprehensive education that teaches them the connection of human behaviors and ecosystem health, equipping them to become knowledgeable and involved citizens who live sustainably.

Hands-on activities stimulate students' environmental engagement. She concluded that,

*"Hands-on environmental activities directly engage students, leading to increase environmental awareness through real-world experiences, reinforcing the importance of sustainable practices and environmental conservation efforts."* (Informant 1, Q4.2, L 9-15)

Involvement of schools and community in any forms of environmental activities is one of the key factors influencing students. She confirmed that,

*"Involving students in school and community environmental activities greatly change their perspectives by exposing them to the real-world issues and empowering them to make positive impact."* (Informant 3, Q4.1, L 31-36)

More likely, recycling programs is a form of hands-on activities that nurture green behavior. She noted that,

*"Implement recycling programs within the school, where students are actively involved in sorting recyclable materials and promoting proper waste management practices. Students can be responsible for collecting recyclables, educating their peers about recycling, and ensuring the proper disposal of waste."* (Informant 6, Q4.1, L 73-81)

For Sunassee et al. (2021), field visits, outdoor experiments, and eco-friendly projects help kids grasp environmental issues and develop a sense of responsibility for the natural world. These activities allow kids to see how human actions affect the environment and actively participate in solutions, developing critical thinking, problem-solving, and empathy (Bhola et al., 2022). For Costa et al. (2022), hands-on environmental activities also allow

children to promote sustainable practices in their communities. Teachers help students become environmentally literate and proactive citizens who can solve today's and tomorrow's environmental problems by providing experience learning (Acton & Saxe, 2020).

**Table 9.** Strategies employed by teachers in involving students in green behavior

| Global Theme              | Organizing Themes                 | Basic Themes   |
|---------------------------|-----------------------------------|--|
| Way in Involving Students | Hands-on environmental Activities | The teacher made it sure that activities are applied by students that promote environmental awareness. |

### Implications for Practice

The significance of implementing comprehensive teaching and learning strategies that incorporate responsible management practices, foster environmental awareness, and actively engage students in green behavior through a variety of instructional strategies is underscored by the data collected in the study. Educators can establish dynamic learning environments that promote student development, environmental stewardship, and positive social change by effectively implementing these practices.

In order to effectively address the diverse requirements of students, stimulate multimedia components, apply concepts, ensure clear communication, and enhance pedagogical skills, teachers consider responsible management to be critically important. Educators should prioritize the integration of responsible management practices into their teaching methodologies in order to leverage these advantages.

Furthermore, teachers implement a variety of approaches to cultivate responsible management behavior in students, such as providing them with life skills, demonstrating responsible behavior, integrating character education, and promoting decision-making and problem-solving. In order to foster a learning environment that is conducive and to encourage positive behavioral outcomes, educators should integrate these strategies into their teaching methods.

As a result, educators employ a variety of strategies to incorporate green behavior into their instruction, including the incorporation of environmental topics, the provision of information on environmental awareness, and the development of green initiatives. In order to effectively promote environmental awareness and sustainability, educators should integrate these strategies into their curriculum preparation and instructional delivery, ensuring that ecological concepts are seamlessly integrated into the learning process.

Additionally, educators motivate students to engage in environmentally friendly practices and promote their active involvement in environmental initiatives by conducting practical environmental activities. Educators should integrate more hands-on activities into their teaching practices to enhance student engagement and foster a more profound comprehension of environmental issues. This will enable students to directly interact with and experience environmental concepts.

### Implications for Future Research

Future research can contribute to the development of evidence-based practices for promoting responsible management behavior and effectively integrating green behavior into education by resolving these research gaps. This research has the potential to influence the development of curricula, teacher training programs, and educational policies that are designed to cultivate environmentally conscious and responsible citizens.

Future research could further explore the impact of responsible management on student outcomes and classroom dynamics and the perceptions of instructors. Valuable insights into effective teaching practices and their impact on student learning and the classroom environment could be gained by examining factors such as teacher attitudes, beliefs, and experiences related to responsible management.

Additional research could concentrate on the assessment of the efficacy of the diverse strategies that educators implement to encourage responsible management behavior in their students. In order to identify the most effective methods for promoting responsible management in educational environments, comparative studies could evaluate the results of various approaches, including instilling life skills, modeling responsible behavior, incorporating character education, and promoting decision-making and problem-solving.

Also, future research could investigate the extent to which educators incorporate green behavior into their instruction to foster environmental awareness and sustainability. This could entail the examination of the processes, challenges, and results that are associated with the integration of environmental topics, the provision of information on environmental awareness, and the establishment of green initiatives within the curriculum.

Thus, researchers could concentrate on the strategies that effectively engage students in green behavior and promote their active participation in environmental initiatives. Investigating the influence of hands-on environmental activities and other engagement strategies on student attitudes, behaviors, and learning outcomes could offer valuable insights into the promotion of environmental stewardship among students.



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## Concluding Remarks

In conclusion, the study of teachers' strategies for promoting green behavior and their perceptions of responsible management has illuminated the substantial influence that educators have on the dynamics of the classroom and student outcomes. The findings indicate that responsible management practices not only cater to the diverse requirements of students, but also improve pedagogical skills, promote clear communication, and enhance multimedia learning.

Additionally, teachers implement a variety of methods to cultivate responsible management behavior in students, such as providing them with life skills, demonstrating responsible behavior, integrating character education, and promoting decision-making and problem-solving. In the same vein, the integration of green behavior into instructions entails the provision of information on environmental awareness, the incorporation of environmental topics, and the development of green initiatives.

Conversely, the engagement of students in green behavior is contingent upon the implementation of hands-on environmental activities. These results emphasize the significance of implementing comprehensive educational strategies that prioritize environmental awareness and responsible management, thereby enabling students to develop into environmentally cognizant and responsible citizens. In order to foster sustainable attitudes and behaviors in future generations, additional research and implementation endeavors should concentrate on the refinement and further development of these strategies.

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