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THE ROLE OF PUBLIC SECONDARY SCHOOLS IN SUPPORTING THE ENVIRONMENTAL DIMENSION FROM THE PERSPECTIVE OF SCHOOL TEACHERS IN AL-RAMTHA DISTRICT

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ABSTRACT

This research study set out to determine the role of public secondary schools in facilitating the environmental aspect taking into consideration school teachers in the Ramtha District. The descriptive-analytical method was adopted and a questionnaire was taken as the data collection instrument by the researcher. The sample of the research was composed of (210) school teachers of Ramtha District. The findings showed that the contribution by the public secondary schools towards the environmental aspect was high with the arithmetic mean being (3.52) considering the perspective of the teachers. On the individual domains, the first domain, which was The Role of School Administration in Environmental Awareness had an arithmetic mean of (3.65), which is a high level. The second area, The Role of the Teacher in Supporting Environmental Activities and Programs had an arithmetic mean of (3.48), which is high. The third domain, namely The Role of Students in Supporting and Sustaining Environmental Activities and Programs scored an arithmetic mean of (3.47), which is arithmetic mean of high level, and fourth domain, which is the Role of Community Partnership and Institutions in Supporting the Environmental Dimension, also scored an arithmetic mean of 3.49, which is also arithmetic mean of high level. Further, the outcomes showed no statistically significant differences (0.05) in the perceived role of the secondary schools of the population in benefiting the environmental aspect by gender, years of service, or education level.

KEYWORDS: Environmental Dimension, Public Secondary Schools, Teachers.

INTRODUCTION

Environmental dimension is one of the pillars of the human development. It helps to raise educational and healthcare standards and further community participation in the developmental decision-making process directed on enhancing health of the populace, slowing down poverty and hunger, broadening educational prospects, and supplying assistance to each aspect of the society. The environmental dimension has a close relationship with the sustainable development in the economic, social, and cultural fields. Unless human resources are trained and qualified, sustainable development is unable to realize its environmental aspect to full. In this connection, the environmental aspect is viewed as one of the foundations of the sustainability development process and the creation of a conscious generation that is able to take social responsibility and share the principles of tolerance and social justice, protect humankind, and ensure human well-being (Jekayinfa and Yusuf, 2008).

Al-Kurdi (2018) highlighted that sustainable development is critical in influencing the development policies based on a balanced and equal future vision. It enhances coordination and integration of different sectors to satisfy the needs of all sectors in society by training and rehabilitating, which improves environmental awareness as well as the environmental aspect in reaction to the emergent challenges (Al-Kurdi, 2018).

Recycling of waste enhances a lot in the reduction of the pollutants and harmful substances that contribute to pollution of the air, water, and soil, which affect living organisms and ecosystems in a bad manner. The aim of this field is to ensure environmental conservation, preserve the natural resources and reduce depletion of the resources. Waste management can be deemed as one of the main pillars towards attaining the environmental aspect of sustainable development as it enhances the protection of resources, enforcing positive environmental consciousness, and accountability to the environment. Hence, a necessity of the sustainable development process and a direct contributor to the environmental pollution reduction (Al-Freijat, 2019).

Uncontrolled waste, the United Nations (2020) points out, has dangerous effects on the human health and the ecosystem. The dissemination of environmental knowledge needs to be familiar with environmental aspects and the interactions between human beings and their environment. It also entails acquisition of skills, values and positive attitudes towards environmental protection and enabling individuals to effectively solve environmental

problems and be involved in the process. These principles may be applied by training students on practical skills and techniques of solving environmental and social problems. It is crucial to include the idea of waste recycling, rational consumption, and environmental preservation in the school curricula and adopt the practical and comprehensive approach to sustainable development education (UNDP, 2023). Moreover, environment, development and health are interrelated; decline in health will hamper the economic and social development and even result in environmental degradation. Therefore, environmental safety and population health are the conditions of sustainability and creation of a safe and healthy school environment (UNESCO, 2020).

As the world is becoming more aware of the issue of climate change and other environmental issues, there has been an urgent need to introduce environmental education in schools so as to bring up responsible and well-informed citizens. The schools actively contribute to the reinforcement of the environmental aspect among the students in order to attain sustainable development in the school setting. The recent research in education proves the statement that strengthening the environmental aspect in schools will help to create a generation that understands environmental problems and sustainable development and can actively engage in protecting natural resources (Al-Hawameleh, 2020).

The secondary schools, especially the public schools play a central role of inculcating environmental awareness in students. This is done by applying environmental concepts in the curricula, extracurricular activities, and promotion of positive environmental behaviors (Al-Sartawi, 2016). The programs in these schools that are initiated by the teachers with the mission of fostering sustainable development among students and the community at large help in the spread and enrichment of knowledge through the social networking sites. Appropriate environments to educate students about safeguarding natural resources, preventing environmental depletion, sustainability in environmental, cultural, social, and economic aspects are also provided in schools (Al-Kafi, 2017).

Schools equip the future leaders and competent professionals through teaching and vocational training (BTK) who are able to recognize and respond to the needs of the communities where they are to reside. Schools, through community participation, cooperate with various stakeholders (government institutions, the private sector, and the civil society) in supporting local, national, and global

development initiatives (Al-Ashri, 2022). Therefore, several schools have been very committed to their involvement with the Sustainable Development Goals (SDGs) by initiating new educational programs that enable future leaders to deal with the sustainability issues. This dedication is manifested in health, climate change, and environmental issues programs, and networking and entrepreneurship programs covering governmental bodies, business sector, non-profit organizations, and academic institutions partnerships. Among them is the collaboration between the Ministry of Education, the Ministry of Water and Irrigation, and the Ministry of Environment to popularize the filtration and reuse of greywater in irrigation, paper recycling programs applied in schools (Al-Frejfat, 2019).

One of the most significant aspects of interfering with the environmental attitudes of students is represented by teachers. They have a direct role to play in provision of environmental content and strengthening proper environmental concepts and practices within and outside school setting. In this respect, it is necessary to consider the degree of the role of the secondary school in supporting the environmental dimension, especially through the lens of the primary school teachers, to assess the existing practice and determine its aspects of enhancement (Ambou Saad, 2023).

The need to market the environmental aspect has gained momentum following the mounting environmental problems. School teachers are the central participants as they control the behavior of students in the educational process and maintain the school environment. This kind of guidance helps in creating a secure learning environment that fosters the contemporary environmental ideas. The issue of environmental protection is a basic one because of its direct effect on the quality of life. This means that the role played by the school in harmonising environmental development concepts among the students, in terms of curriculum integration as well as the mobilisation of both the curricular and extra curriculum activities, is also important (Al-Sartawi, 2016).

In the modern world, environmental problems such as air and water pollution, biodiversity, and the increase in the war are a great threat to the sustainability of the planet. Schools in this case are seen as major institutions in preserving the environment. Teachers influence the behaviors and attitudes of students and provide them with the knowledge and skills that would help them to take care of their environment. Schools also reinforce the two-fold linkage between humans and nature, with focus put on the necessity of having a balance in

environmental, economic and social aspects of development.

In this regard, there is an acute necessity to include the issues of environmental protection in the school curriculums and to provide specific training to teachers. These would create more environmental awareness, community support involving school programs and fieldwork and empower the teachers with proper training as offered by qualified authorities. Public schools are a key in the construction of societies, as it is the one that shapes the personalities of individuals and makes them acquire knowledge and skills. Although the Jordanian government pays vast attention to the education sector, it still has to overcome the challenges that influence the quality of its results, such as its contribution to the environmental aspect (Science Teacher's Guide, 2022).

Education aims at preparing people with the knowledge and skills that would enable them to comprehend and respond successfully to the environment challenges. It also boosts the human-nature association, which promotes the values of respect and responsibility towards the environment. The applied activities like the environmental clubs and field based activities are the new methods that improve the awareness of the students towards the environment. There has been extensive focus on environmental protection by a number of educators who have propagated the culture of environmental responsibility and good environmental health practices, which eventually translate to positive effects in the society (Al-Azmi, 2021).

Among the most complicated and interconnected issues in the context of development activities in contemporary society, the environmental problems are to be mentioned. The realization of the eco-economic and social growth is usually faced with challenges of natural resources conservation and ecosystem protection. As environmental degradation due to unplanned development projects continue to manifest, there has been a great need to embrace effective scientific methods of ensuring that a balance is created between development requirements and environmental conservation requirements (Ghoneim and Abou Zant, 2007).

Environmental planning is one of the most pronounced and effective techniques of maintaining the environmental aspect, and it is one of the methods that should be mentioned among the key ones. It offers techniques and methodologies that can be used by decision-makers to develop long-term solutions to environmental issues. Planning helps in guiding development decisions to be made in accordance with

the guidelines on sustainability, helps in the determination of appropriate development locations, and it evaluates the possible effects of development thus reducing the amount of environmental destruction (Ghoneim & Abou Zant, 2007).

In this model, educators are the key figures in instilling students and leading them to positive practices that will help conserve the environment. They play a role in advancing the ideas of environmental development, protecting the natural resources, changing the social behaviour, increasing the awareness of students about the economic sustainability, and introducing the culture of sustainability into the community. These efforts make environmental resources to be fully exploited without any depletion or damages.

The Study Problem and Its questions

As observed through the knowledge of the researcher on the reality of the public secondary school in the Ramtha District, the endeavors to support the environmental aspect are minimal. Such attempts are rather theoretical than practical and do not always succeed in ensuring that educational policies are translated into practical practices in and outside the school setting. The everyday experience of students and teachers indicates that there is a strong factor to encourage an integrated environmental culture that should be materialized through behavior and action and not limited by knowledge per se.

The fact that the past few decades have experienced industrial and technological growth and that the use of natural resources has been excessive, has contributed to the escalation of environmental problems. These processes have harmed the human health, quality of life and the balance of the environment. This problem has also been identified due to the academic and professional experience of the researcher in the educational field and the analysis of the appropriate literature related to the research topic and past studies focusing on the environmental aspect and its role in maintaining the school environment. Despite the efforts

by the Ministry of Education to incorporate concepts of environmental dimension into the educational curriculum, there have been a lot of difficulties in balancing the gap between the theoretical and the practical aspects of application in the learning context.

According to the past research, there are shortcomings to the proper use of both classroom and extracurricular activities by educators to enhance the level of comprehension of the environmental aspect among students and enhance the perception related to the environmental awareness and national identification. The environmental aspect has to be promoted by ensuring that the school is clean, nurturing gardens and trees and promoting good interactions with key environmental aspects like water, air and soil. Thus, educational activities should be incorporated to suggest sustainable solutions to the issue of the depletion of environmental resources.

Based on this, the research problem of the current study is as follows:

1. How does the public schools contribute to the environmental aspect of students based on the view of the teachers at the high schools in the Ramtha District?
2. Do the responses of teachers in public schools differ significantly at the level of significance (0.05) due to the study variables (gender, educational qualification, and years of experience)?

METHOD AND PROCEDURES

Study Methodology

The researcher has chosen descriptive approach because it is believed to be the best mode of study and analysis of educational phenomena and deriving rational and scientifically sound explanations.

Study Sample

The research sample was comprised of (210) which included (137) male teachers and (73) female teachers. Random sampling was used to select them. The sample of the study is distributed in Table (1).

Table (1) Distribution of the study sample members according to their demographic characteristics

Variable	Classification	Repetition	Percentage
Gender	Male	137	65.2
	Female	73	34.8
	Total	210	100.0
Years of Service	Less than 5 years	49	23.3
	From 5 years to less than 10 years	74	35.2
	More than 10 years	87	41.4
	Total	210	100.0
Educational Qualification	Bachelor	101	48.1
	Postgraduate studies	109	51.9
	Total	210	100.0

Study Tool: Identifying the role of government secondary schools in supporting the environmental dimension from the point of view of public school teachers in Ramtha district, which consisted of (55) paragraphs distributed in three parts as follows (the first part, demographic data represented by (gender, years of service, and educational qualification), the second part: the first axis: the role of government secondary schools in supporting the environmental dimension from the point of view of public school teachers in Ramtha district, and it included four main areas.

The researchers presented the tool to a group of (5) referees with specialization from the faculty members in Jordanian universities, to ensure the honesty of the performance and to know their opinions about the suitability of the questionnaire paragraphs and their belonging to the field in which they were placed, and the integrity of the language formulation and the degree of its suitability, and the scale was designed with a five-point scale (strongly agree, agree, neutral, strongly disagree, strongly disagree), and numerical scores were given consecutively: (5, 4, 3, 2, 1). The validity and consistency of the scale has been verified by apparent honesty and internal consistency. The following criterion was adopted to correct the five-scale scale.

Category Range = Upper Limit of Scale (5) - Minimum Scale (1)

Number of Categories Required)5)
=0.80

Then add the answer (0.80) to the end of each category.

Table (2) The arithmetic averages and standard deviations of the fields of the study tool "The Role of Public Schools in Supporting the Environmental Dimension of Students from the Perspective of Teachers of Public Secondary Schools in Al-Ramtha District", taking into account their descending order according to their arithmetic averages.

Domain Number	Scope	Arithmetic Average	Standard deviation	Rank	Level
1	The Role of School Administration in Environmental Awareness	3.65	0.43	1	Large
4	The role of community partnership and institutions in supporting the environmental dimension	3.49	0.66	2	Large
2	The Role of the Teacher in Supporting Environmental Activities and Programs	3.48	0.56	3	Large

As can be observed based on the findings in Table (2), the arithmetic averages of the areas of the study tool, The Role of Public Schools in Supporting the Environmental Dimension of Students in Viewpoint of Teachers of Public Secondary Schools in Ramtha District, were within (3.47-3.65), and the arithmetic average of the axis overall was (3.52) to an immense extent. The findings elaborate that the public secondary schools in the Ramtha district are pivotal and effective in improving the environmental aspect of students since all aspects have been accompanied

Accordingly, the following criterion was adopted to interpret the arithmetic means and determine the degree of application:

Arithmetic Means Range	Degree of Application
1.00 - less than 1.80	Very Low
1.81 - less than 2.60	Low
2.61 - less than 3.40	Moderate
3.41 - less than 4.20	High
4.21 - 5.00	Very High

Stability of the search tool

The stability of the research tool means the stability, reliability and predictability of the results, i.e. the degree of compatibility or consistency in the results of the questionnaire, as it was applied more than once in similar circumstances, and the Cronbach Alpha internal consistency test was used, and the Cronbach's alpha coefficient for the tool as a whole was (0.873), and its value is high as an indicator of the internal homogeneity of the tool.

Statistical processing

Based on the nature of the study and the objectives it sought to achieve, the data were analyzed using the Social Sciences Statistical Package (SPSS) software.

Study Results

The results of the first question: What is the role of public schools in supporting the environmental dimension of students from the point of view of teachers of public secondary schools in Ramtha district?

with some level of greatness in the appreciation of resources, which consolidates the values of sustainability through incentives and the radio activity. This is supported by the community partnership that offers the logistical and material support and the efforts of teachers who aim to inculcate the environmental awareness and connect the same to the curriculum, the students who have demonstrated initiative and creativity in coming up with environmental solutions. Nonetheless, long-term environmental plans, special recycling, educational

field trips, and activation of environmental clubs remain below par, and that necessitates authority of the teachers to have more powers so as to develop strategic alliances that can make the environmental behavior from a one-time school activity to a sustainable and lasting community culture.

The findings are in agreement with the observation made in the study of Qarouani (2013), the findings of which suggested that schools have a significant role to play in environmental education as well as in inculcation of environmental awareness in students.

First: The Role of School Administration in Environmental Awareness

Table (3) Mathematical Averages and Standard Deviations for the Paragraphs of the Field of "The Role of School Administration in Environmental Awareness"

Number	Paragraph	Arithmetic Average	Standard deviation	Rank	Level
2	.Encouraging students to rationalize water and electricity consumption	3.79	0.76	1	Large
3	The school administration practices methods of reinforcement and rewards for students participating in tree planting	3.76	0.71	2	Large
8	The school administration is keen to involve students in environmental activities and programs to promote environmental awareness	3.74	0.82	3	Large
11	.School management regulates how resources are used moderately	3.74	0.80	3	Large
10	.Assessing students' skills through environmental activities	3.70	0.80	5	Large
4	.Directing students to sort and recycle waste during activities	3.66	0.79	6	Large
9	The school administration follows up on the impact of environmental activities on students' behavior	3.62	0.77	7	Large
7	The school administration holds environmental competitions for students and honors the winning students such as (the most beautiful class)	3.60	0.86	8	Large
5	.Students are encouraged to take an interest in planting trees	3.59	0.89	9	Large
6	.Cleanliness campaigns are organized outside the school walls	3.56	0.89	10	Large
1	Contributes to the development of a clear and continuous plan to improve the student's environment	3.36	0.97	11	Medium
The field as a whole		3.65	0.43	-	Large

Table (3) results show that the arithmetic mean of items of the domain, The Role of School Administration in Environmental Awareness, fell between (3.363.79). The greatest mean was obtained in paragraph (2) which indicates that the students should be encouraged to rationalize the use of water and electricity, whose mean is arithmetic of (3.79) that depicts a high degree. The mean of paragraph (1) that is, contributes to the development of a clear and continuous plan to better the environment surrounding the student, had the lowest mean which was (3.36) meaning moderate level. The average of the entire domain of The Role of School Administration in Environmental Awareness was (3.65) indicative of a high degree.

These results imply that the school administration has a significant role to play in creating environmental awareness. School administration as the inseparable part of education system collaborates with students and represents the educational philosophy of environment. This role is reflected in making students rationalize consumption of water and electricity and also the instilling of values pertaining to the preservation

of vital resources. These apply in ensuring that environmental responsibility becomes a habit and sustainable behavior in the lives of the students hence becoming more responsible in their future positions.

Moreover, the school administrations follow motivational strategies, such as appraisal and rewarding students, who engage in tree-planting activities, as the symbols of continuity and life. They are also determined to involve the students in environmental programs and activities to promote awareness in school bulletins, radio programs and planned activities. Students are given incentives in case they engage in environmental activities in an active and responsible manner, which enhances their motivation and environmental awareness. This would make students one of the major stakeholders in protecting the environment and ensuring its sustainability by educating them to be cautious in consuming the scarce environmental resources, waste sorting during operations and recycling activities.

These findings however vary with those of Abu-Ghazal (2021) whose research study revealed that the level of environmental awareness was moderate.

Second: The Way Teacher Provides Support to Environmental Activities and Programs.

Table (4) Mathematical averages and standard deviations of the paragraphs of the teacher's role in supporting environmental activities and programs

Number	Paragraph	Arithmetic Average	Standard deviation	Rank	Level
16	Use a reinforcement and motivation technique such as praise and praise for students' behavior	3.87	0.89	1	Large
1	Encouraging students to participate in environmental events	3.87	0.74	1	Large
14	It encourages students to arrange their seats and clean the classroom	3.72	0.89	3	Large
15	The teacher works to link cleanliness to the curriculum and apply it in real life	3.68	0.92	4	Large
13	It works to instill values in the hearts of students in maintaining the classroom, school and public facilities	3.60	1.03	5	Large
6	The teacher organizes daily cleanliness campaigns in the school yards	3.60	0.95	5	Large
5	Encourages students to maintain public facilities	3.57	0.89	7	Large
18	Raising students' awareness of the relationship between resource consumption and environmental conservation	3.56	0.94	8	Large
19	.Training students on practices that reduce environmental pollution	3.52	0.93	9	Large
12	Organizes an awareness lecture in which students are instructed about the importance of personal hygiene	3.51	0.98	10	Large
10	.Holding awareness lectures for students and their parents	3.51	0.98	10	Large
9	It provides students with preventive information about environmental pollution	3.50	0.95	12	Large
7	It provides students with important information about the importance of green spaces	3.49	1.01	13	Large
21	Raise students' awareness of the impact of daily activities on environmental sustainability	3.49	1.02	13	Large
20	.Encouraging students to use alternative energy	3.43	1.06	15	Large
4	The teacher organizes activity sessions on how to use and rationalize water	3.40	0.99	16	Medium
11	Provides students with important information on how to dispose of harmful waste	3.37	1.04	17	Medium
3	Organizing educational trips to introduce students to natural resources and ways to preserve them	3.35	0.95	18	Medium
8	.Students participate in the recycling of school waste	3.23	1.06	19	Medium
17	Organizing information for students about the importance of protecting the environment	2.94	1.13	20	Medium
2	Activating the role of environmental clubs and committees within the organized school activities	2.94	1.07	20	Medium
The field as a whole		3.48	0.56	-	Large

Table (4) shows that arithmetic mean of the items in the domain of The Role of the Teacher in Supporting Environmental Activities and Programs had ranges of (2.94 3.87). The greatest mean was registered in paragraphs (16), which is, the use of reinforcement and motivational methodologies like praising the behavior of the students and encouragement of students to engage in environmental events and the mean of (3.87) is considered a high degree. Conversely, paragraphs (2) and (17), which say that the students should be organized on the role of environmental protection in terms of significance and that the role of environmental club and committees should be activated as part of the school organization process had the lowest mean, of (2.94) and represents a moderate level.

The mean of the entire domain (The Role of the

Teacher in Supporting Environmental Activities and Programs) amounted to (3.48) which is indicative of a high degree.

This evidence suggests that the school actively participates in promoting the awareness of the environment among students by supporting positive student's behavior and scheduling events, lectures, and visits to the environment making activities and lectures related to issues of environmental cleanliness and conservation of resources relevant to the daily life of students. The practices help instill the responsibility towards the environment in the practical lives of the students.

The findings can be compared to the research by Al-Ajami and Al-Zahrani (2024), as the researchers found out that the extent to which teachers show the environmental education (green) skills in their teaching was very large.

Third: The Role of Students in Supporting and Sustaining Environmental Activities and Programs

Table (5) Mathematical averages and standard deviations of the paragraphs of the field of students' role in supporting and sustaining environmental activities and programs

Number	Paragraph	Arithmetic Average	Standard deviation	Rank	Level
9	Participation of students in developing new ideas for environmental conservation	3.68	0.95	1	Large
5	.Initiating students to volunteer in environmental activities	3.60	0.91	2	Large
3	Participation of students in environmental activities that help .promote positive behavior	3.59	0.96	3	Large
4	Participation of Students in School and Public Facilities Cleanliness Campaigns	3.51	1.03	4	Large
1	Recognizing the importance of maintaining the cleanliness of the school environment	3.49	0.97	5	Large
2	Participation of Students in Protecting the Environment from Pollution	3.49	0.95	5	Large
8	.Actively follow up students in environmental activities	3.48	0.95	7	Large
6	Students were keen to reuse the tools instead of throwing them .away	3.40	1.06	8	Medium
7	.Students' commitment to using waste containers	3.38	1.07	9	Medium
10	Students follow up on environmental activities to ensure their .continuity	3.14	1.09	10	Medium
	The field as a whole	3.47	0.66		Large

The findings in Table (5) show that means of the items in the domain "Students Role in Supporting and Sustaining Environmental Activities and Programs" were within the (3.143.68). The greatest mean was obtained in paragraph (9) which is the involvement of students to create new ideas on how to conserve the environment, the arithmetic mean of this paragraph is (3.68), which is high. On the contrary, paragraph (10) had the lowest mean which is, students follow up on environmental activities to ensure their continuity, and the arithmetic mean is (3.14), which represents a moderate value.

The total domain arithmetic mean of the domain (Students Role in Supporting Environmental Activities and Programs and their Sustainability) was (3.47), which shows a high level.

These results indicate how important students are in supporting and maintaining activities and programs regarding the environment. The position must be based on creativity, initiative, active

interaction, and responsible and conscious attitude to the environment around. Students form a major pillar in the creation of environmental awareness in school environment since they are the ones who come up with ideas and initiatives which would translate environmental awareness to practical behavior. School leaders and educators are trying to engage students in various activities and programs which will develop their sense of responsibility and initiative as well as give them values concerning the maintenance of resources and other communal facilities. By engaging in campaign and awareness efforts on the environment, students are transformed into real agents in the creation of a clean and sustainable school environment.

But these findings do not coincide with the findings of Al-Horsey (2003) whose research discovered that the extent of environmental support among female's students who showed incorrect environmental behaviors was low.

Fourth: The Community Partnership and Institutions in Helping to Support the Environmental Dimension.

Table (6) Mathematical averages and standard deviations for the paragraphs of the field of the role of community partnership and institutions in supporting the environmental dimension.

Number	Paragraph	Arithmetic Average	Standard deviation	Rank	Level
11	The school works to build bridges of collaboration with community institutions to support environmental work inside and outside the school	3.71	1.00	1	Large
3	Municipalities' contribution to the provision of school and waste disposal containers	3.64	0.87	2	Large
13	The school follows up on the impact of community partnership on promoting and supporting environmental awareness among students and the local community	3.60	0.92	3	Large
10	Municipalities contribute to the school's participation in waste disposal	3.55	1.05	4	Large
9	The school works with government and private institutions to support .environmental initiatives through sponsorship and funding	3.54	1.02	5	Large

2	Community Partnership Support Recycling and Afforestation Initiatives in .the School Park	3.48	0.97	6	Large
5	Students feel proud when they participate in government and private institutions in environmental activities that serve their country	3.47	0.99	7	Large
1	Cooperation of government and private institutions to provide financial .support for environmental programs in the school	3.46	1.01	8	Large
7	The school engages parents for continuity in the implementation of environmental activities	3.45	1.01	9	Large
8	The school cooperates with associations and municipalities in the implementation of joint environmental activities and programs	3.44	1.06	10	Large
6	The school encourages the local community to continue its efforts in improving the environmental dimension	3.40	1.05	11	Medium
4	Participation of students in environmental activities in cooperation with .government and private institutions	3.39	1.01	12	Medium
12	The school participates in community campaigns to maintain hygiene and plant trees	3.20	1.11	13	Medium
The field as a whole		3.49	0.66		Large

The results presented in Table (6) indicate that the arithmetic means of the items within the domain "*The Role of Community Partnership and Institutions in Supporting the Environmental Dimension*" ranged between (3.20–3.71). The highest mean was recorded for paragraph (11), which states "*the school works to build bridges of cooperation with community institutions to support environmental work inside and outside the school,*" with an arithmetic mean of (3.71), reflecting a high degree. In contrast, the lowest mean was for paragraph (12), which states "*the school contributes to participating in community campaigns to maintain public cleanliness and plant trees,*" with an arithmetic mean of (3.20), indicating a moderate degree.

These findings indicate that community partnerships and institutions contribute effectively to supporting the environmental dimension. Although the school plays a central role in promoting environmental awareness, it does not operate in

isolation from its surrounding community. Rather, it seeks to establish cooperative relationships with local institutions, municipalities, and associations in order to unify efforts in supporting environmental activities both inside and outside the school. Through such collaboration, environmental work becomes a shared responsibility involving students, teachers, parents, and governmental and private institutions. This collective engagement strengthens the values of environmental citizenship and enhances the sustainability of environmental initiatives.

Results Related to the Second Research Question

Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the mean responses of public school teachers attributable to the study variables (gender, years of experience, and educational qualification)?

Table (7): Three-Way Analysis of Variance (ANOVA) without Interaction for the Effect of (Gender, Years of Service, and Educational Qualification) on the Responses of the Study Sample Members.

Source of Contrast	Total Squares	Degrees of Freedom	Average Squares	P Value	Statistical significance
Gender	0.042	1	0.042	0.174	0.677
Years of Service	0.640	2	0.320	1.342	0.264
Educational Qualification	0.145	1	0.145	0.608	0.436
Error	48.893	205	0.239		
Kidney	49.682	209			

Table (7) shows that no statistically significant differences ($= 0.05$) can be attributed to the effects of the variables (gender, years of service, and educational qualification) on the responses of the study sample members.

The lack of discrepancies between male and female educators is justified by the fact that teachers of the Ramtha District are working in the same teaching environment with the same circumstances and conditions and are subjected to the same policies and rules provided by the Ministry of Education. All educators are conscious of the environmental aspect as a nationwide and educational task.

In terms of years of service, there is no indication of difference which implies that the environmental awareness in schools is no longer a responsibility of the long-term experience of the senior teachers or new teachers with their fresh views. Rather it is the experience of senior teachers that is pooled together with the energy and modernity of the new teachers, developing an agreement over the environmental role of the school.

In the same way, the fact that no variations are found depending on academic credentials can be explained by the nature of issues of school environment, including cleanliness, trees planting,

and logic of consumption, that are mostly value- and behaviour-based issues but not intricate and special academic issues that can be detected only with an advanced degree.

RECOMMENDATIONS

1. The Ministry of Education must implement a National Charter of Green Schools which will provide enforceable standards of the environmental aspect of school management, school curriculum and school environment, and provide a special budget on environmental activities.
2. Law must be passed to control the activities of school environmental clubs and make them a legal entity, so that they can legally cooperate with

local and international environment-related organizations.

3. The school principals in the Ramtha District should also be given specialized training programs on how to shift towards sustainable strategic plans that tackle the flaws in planning that were experienced in the study by developing school principals training programs on environmental leadership.
4. The current infrastructure in the public schools should be evaluated by undertaking an evaluation study to determine how much it can sustain environmental sustainability.
5. The achievements of the public and the private schools in the Ramtha District should be related to assess their contribution in promoting the environmental aspect.

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