

The impact of Applying Sustainable Enhancement Concepts on Promoting the Students' Educational Process in Iraq

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أثر تطبيق مفاهيم التنمية المستدامة على تحسين العملية التعليمية للطلاب في العراق

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Abstract

This study aims to investigate the impact of applying sustainable development concepts on enhancing the students' educational process in Baghdad in Iraq. It applied a quantitative approach. The sample consists of 68 teachers who are currently teaching students in the secondary schools in Baghdad. The Stratified Sampling Method was used to choose the participants. This study applied the Theory of Education for Sustainable Development (ESD). It emphasizes integrating sustainability principles into educational curricula and practices to empower learners to contribute effectively to sustainable development goals (SDGs). The results showed that the impact of applying sustainable development concepts on promoting the students' educational process in Iraq is effective and significant. Students' environmental knowledge is increased, which leads to a greater understanding of the natural resources and local environment. Integrating sustainability concepts promotes a sense of social responsibility, which encourages students to participate directly in their communities and society. Sustainability challenges and solutions are introduced to the classroom, which facilitates the development of students' analytical and problem-solving abilities. The study recommends that educational authorities in Iraq incorporate sustainable development concepts more comprehensively into the curriculum to increase students' environmental knowledge and awareness. Programs for teacher training should be developed to equip educators with the necessary skills and resources to effectively promote sustainability. **Keywords:** Educational process, sustainable, educational authorities, development concepts, problem-solving abilities, social evolution

المخلص

تهدف هذه الدراسة إلى بحث أثر تطبيق مفاهيم التنمية المستدامة على تحسين العملية التعليمية للطلاب في بغداد، العراق. وقد اعتمدت الدراسة المنهج الكمي. تكونت عينة الدراسة من ٦٨ معلماً ومعلمة من معلمي ومعلمات المدارس الثانوية في بغداد. استُخدمت طريقة المعاينة الطبقية لاختيار المشاركين. طبقت الدراسة نظرية التعليم من أجل التنمية المستدامة، التي تركز على دمج مبادئ الاستدامة في المناهج والممارسات التعليمية لتمكين المتعلمين من المساهمة بفعالية في تحقيق أهداف التنمية المستدامة. أظهرت النتائج أن تطبيق مفاهيم التنمية المستدامة على تحسين العملية التعليمية للطلاب في العراق كان فعالاً وهاماً. فقد زادت المعرفة البيئية لدى الطلاب، مما أدى إلى فهم أعمق للموارد الطبيعية والبيئة المحلية. يُعزز دمج مفاهيم الاستدامة الشعور بالمسؤولية الاجتماعية، مما يُشجع الطلاب على المشاركة الفعالة في مجتمعاتهم. كما تُطرح تحديات الاستدامة وحلولها في المناهج الدراسية، مما يُسهم في تنمية قدرات الطلاب التحليلية ومهارات حل المشكلات. وتوصي الدراسة بأن تُدمج السلطات التعليمية في العراق مفاهيم التنمية المستدامة بشكل أشمل في المناهج الدراسية لزيادة معرفة الطلاب بالبيئة ووعيهم بها. كما تُوصي بوضع برامج تدريبية للمعلمين لتزويدهم بالمهارات والموارد اللازمة لتعزيز الاستدامة بفعالية.

الكلمات المفتاحية: العملية التعليمية، الاستدامة، السلطات التعليمية، مفاهيم التنمية، مهارات حل المشكلات، التطور الاجتماعي.

Introduction

Sustainable development has become a large part of the accepted framework for dealing with the social concerns of justice, environmental conservation, and economic growth. Berchin et al. (2021) argue that, in the field of education, carrying out sustainable enhancement concepts extends before the curriculum to include teaching methods and community participation. The following principles can educate students for responsible citizenship that includes making positive contributions to their societies while recognizing the value of preserving resources for future generations. Arefieva et al. (2025) clarify that education for sustainable development reinforces difficult experiences that promote values and imbue analytical abilities that are crucial to long-term social progress. Muhannad and Al-obaidi (2024) argue that the educational system of Iraq has certain difficulties due to the political instability, the country's socioeconomic conditions, and the lack of infrastructure. Implementing sustainable development ideas in Iraqi schools has the potential to revitalize the educational process and provide students with the abilities necessary for the fast-moving world in which people live. Ferrer-Estéve and Chalmeta (2021) state that by integrating sustainability principles into educational policy and classroom instruction, educational institutions can create a dynamic environment for learning that bridges traditional methods with modern global concerns. Barth and Timm (2011) argue that the educational goal of Sustainable Development is to enhance educational change, and its primary objective is to help students develop the ability to transform. Zeegers and Francis Clark (2014) state that students have an environmentalist bias. It also demonstrated that despite having a pedagogical approach that challenged preconceptions by encouraging debate, discussion, and reflection. Many of the students prioritized an environmentally focused perspective on sustainability. The increasing popularity of universities that are committed to sustainable development has led to an increase in the commitment in academia. Martins et al. (2006) claim that the significant role of university graduates in society is by arguing that the current social and environmental development of society is not the result of an ignorant population. Barth and Timm (2011) state that in the context of globalization and increasing complexity, Higher Education for Sustainable development focuses on the abilities of individuals not only in terms of knowledge and reflection, but also in terms of behavior and decision-making with a global perspective. Adomssent and Michelsen (2006) explain that taking this into account, Education for Sustainable Development isn't just another topic to be added to an overburdened curriculum, but instead is a means to enter a different perspective on curriculum, teaching, organization, policy, and ethos. Sterling (2004). Implementing educational sustainability includes re-structuring academic teaching and providing new learning environments. Barth and Godemann (2006) explain that this re-structuring of existing curriculum includes creating learning environments that require participants to make decisions about their actions in an ethical manner, bridge the gap between disciplines, and have practical applications. For this type of redesign, at least four learning goals must be considered, including transdisciplinary problem-solving. Leal Filho, W.(Ed.). (2020) shows that cases related to sustainability are not being addressed solely by considering a single field. There is a necessity to associate knowledge of structures and relationships with moral beliefs and preemptive planning. As a result, the necessary components of higher education are interdisciplinary settings that include stakeholders and have a specific practical application in real life. Garcia et al. (2017) state that students must be familiar with the flexibility of difficult systems to comprehend society more fully and better understand the development of the world as a whole. Hudima and Malolitneva (2020) explain that the process of educating for sustainable development is an open discussion that necessitates group reflexivity. To facilitate the development of abilities, personalized learning processes can have to take place. This study explores the transformative potential of sustainable development approaches in the educational system of Iraq. It explores the ways these ideas can enhance student participation, promote critical thinking, and increase the sustainability of students in a diverse and difficult environment.

Research Problem

Despite the global focus on sustainability, the educational institutions of Iraq have an important difficulty integrating sustainability into their teaching methods. This can cause poor learning results and a lack of student participation. A crucial necessity is to investigate how the implementation of sustainable development principles can change the students' educational experience in Iraq, considering the country's singular social, economic, and environmental attributes. The absence of empirical studies on the impacts of sustainable development frameworks in the classroom diminishes the ability of educators and policymakers to develop effective strategies that can enhance student success and educational growth.

Research Objective and Question

The purpose of the study is to explore how the implementation of sustainable development concepts promotes the value and quality of the secondary students' educational stage in Iraq, in order to identify strategies that can promote educational processes that agree with the goals of global and national sustainability. The research question is: How does the implementation of sustainable development principles into the educational process have an effect on the enhancement of the educational experiences and results of second-graders in Iraq? This objective is dedicated to determining the degree to which sustainability principles are incorporated into the educational system, relevance, and results of education for students in Iraqi schools in particular, and the country's overall sustainability goals.

Research Significance

The significance of this study is derived from its potential to have an effect on the educational system of Iraq by using sustainable development concepts. These concepts are important to the preparation of students for dealing with economic, social, and environmental cases in an effective manner. By enhancing sustainable development within the educational process, the study advocates the development of students' skills, awareness, and critical thinking that is necessary for growth and societal stability. This study becomes important to educators and policymakers who can use it to update the methods and curriculum in the Iraqi educational system. These objectives are pertinent to both the global and national initiatives for sustainability that have a positive effect on the future.

Literature Review

Theoretical framework

Integrating environmentally responsible progress into educational processes has a significant impact on student learning and has a positive impact on the future. This includes supplying students with the knowledge, abilities, and values that are crucial to address environmental and economic cases, making them feel responsible, and participating in the construction of a responsible society. The theoretical framework of this research is the interdisciplinary principles of Education for Sustainable Development. Albairmani et al. (2024) enhance the idea that educational development includes economic, social, and environmental elements that contribute to the abilities, values, and acquisition of knowledge, and attitudes that are essential to a sustainable future. This framework focuses on changing the teaching methods, as well as the environmental setting. All of which are intended to enhance problem solving, critical thinking, and responsible behavior among students. By integrating sustainable development ideas into education, students are taught to address complex, interrelated problems on a global scale and local cases. These problems are in line with the educational initiatives intended after the conflict. Jabbar (2024) states that sustainable education has a positive impact on larger societal cases like economic sustainability, especially when human capital is considered alongside educational enhancements. Generally, education is crucial to achieving the Sustainable Development Goals. Al-Husban, W. (2025) states that sustainable development is a concept that can positively have a direct impact on society's behavior and institutions. The purpose is to have an economic existence and a balanced social life. Baltrusaitis et al. (2024) state that in accordance with the United Nations' 2030 Agenda regarding sustainable development, which enhances a decade of dedicated effort towards addressing the world's greatest concerns, the UN Secretary-General encouraged all levels of society to participate in achieving the 17 sustainable development goals. Higher education institutions are considered to be effective organizations that promote environmental, political, economic, and cultural knowledge in order to transition into sustainability (Geng, et al., 2013). In 2020, over 235 million students were enrolled in higher education across the globe. UNESCO reported that the overall enrollment rate increased from 19% to 40% over the course of time (Elfert, 2017). This growth offers an important opportunity to enable future generations to become agents of change for sustainability in the pursuit of a global agenda. Budowle et al. (2021) sought to understand the effects of students as agents of change for sustainability. It was found that students can facilitate partnerships between universities and communities that can support local initiatives concerning climate change. A pertinent theory to include in this research is the Theory of Education for Sustainable Development. Kopnina and Meijers (2014) argue that this theory enhances the incorporation of sustainability concepts into practices and educational programs that can help students to participate effectively in the Sustainable Development Goals. This theory was originally developed and embraced by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) during the early 2000s, especially during the United Nations Decade of Education for Sustainable Development (2005-2014). ESD facilitates the propagation of values, knowledge, abilities, and attitudes associated with living sustainably across the community, national, and individual institutions. It also promotes critical thinking and participatory

learning, which aims to instill in students a role in society. The study uses Iraq's unique educational and socio-economic contexts, including the difficulties associated with long-term conflict and instability, these difficulties affect educational access and quality. Corresponding with national initiatives like the Iraqi National Education Strategy and the National Development Plan, this research advocates the inclusion of sustainable development into the curriculum in order to reconstruct and revitalize the educational process, which promotes the academic success of students and their societal contribution. It also considers the necessity of balancing environmental, economic, and cultural values in education, which is inspired by global sustainability goals and augmented by local cultural heritage and educational programs that promote peace and harmony.

Empirical Studies

The following empirical studies aim to clarify the aim of this topic. Al-Husban (2025) investigated the effect of including sustainable development goals in the curriculum on the students' awareness of and their behavior towards the environment. Higher Education Institutions have a significant impact on increasing the abilities necessary to address global environmental cases. However, a deficiency of sustainability knowledge was noted among college students. This study investigates the students' knowledge of sustainability and environmental behaviors at a higher education institution in Jordan. It investigates the function of educational institutions in promoting sustainability awareness and encouraging environmentally responsible behavior by including sustainable development goals into their curriculum. The study employs a quantitative approach that includes primary data gathered through a planned survey. The study was carried out by 500 students at the University of Jordan. It used a combination of statistical methods for the analysis of the results, including one-way ANOVA, t-tests, and post-test. A regression analysis of the study results was implemented to assess the proposed hypotheses. The findings clarified that including the 16 SDGs in the curriculum has a positive effect on students' behavior and knowledge. The study indicates that added targeted content can increase students' awareness and lead to behavioral changes. The Berchi's team (2021) studied how universities that are considered higher education institutions can facilitate sustainable development. Higher education institutions have a significant effect on changing societies towards a more sustainable future. Through the building of knowledge and its distribution, educational universities can have an important role in the pursuit of sustainable development. This study aims to determine how universities promote long-term development. A study of both international agreements and the educational literature regarding sustainable development shows that the topic of development, education, and training is of great importance. This emphasizes the necessity of universities to have a stronger role in promoting sustainable development paths by increasing knowledge and capacity, and by working with local communities. Zeegers and Francis Clark (2014) conducted a study about the students' opinions of sustainable development education. This study examined whether or not a course that focused on raising students' awareness of sustainability, from a balanced perspective, can produce graduates with the commitment and knowledge necessary to pursue the sustainability agenda. The purpose of the study is to address these matters. A study of the students' final written submissions to their environmental journal was employed to assess whether or not their perspectives on sustainability were balanced. The results of this study confirmed that previous studies had demonstrated that initially, students had a centro-pathic tendency. It also demonstrated that despite having a pedagogical approach that challenged preconceptions by encouraging debate, discussion, and reflection, many of the students still prioritized an environmentally focused perspective on sustainability. Barth and Timm (2011) carried out a study about higher education for sustainable development. It is about students' perspectives on an innovative approach to educational change. With higher education for sustainable development (HESD) being an innovative approach to educational change, its principal objective is the students' development of transformation competencies. However, HESD evaluations hardly consider students' perspectives. This paper presents a study that examined undergraduate students' views on the HESD approach at the Leuphana University of Lüneburg (Germany) and aims to shed light on their acceptance and perceptions of such an HESD learning setting. For this purpose, two corresponding surveys were carried out that analyzed the impact of such a curriculum design on undergraduate students of the 2nd and 4th semesters. The results showed that a high rate of 75.4% of the undergraduate students indicated their commitment towards the Leuphana University study model. Simultaneously, they showed a sophisticated understanding of the concept of sustainability and agreed with the values associated. The above-mentioned theoretical and empirical review shows that integrating sustainable development ideas into the educational system of Iraq is crucial to increasing student learning and preparing future generations for a contribution to national strength and development. Despite the ongoing difficulties associated with policy gaps, resource limitations, and instability, studies

consistently demonstrate the positive association between sustainable educational practices and enhanced educational performance and more general socioeconomic benefits. All of these findings together suggest the necessity of embracing comprehensive sustainability principles in an infrastructure, curriculum, and policy as a means of promoting a more significant and effective educational effort in Iraq.

Methodology

Research design

This study used a quantitative approach, which is suitable for applying this topic. Bhandari (2023) describes quantitative research as the collection and analysis of numerical information. It is used to locate patterns and averages. This allows predictions to be made, tests to be conducted for the causal relationships, and the generalizability of results to a larger population. It is the direct opposite of qualitative research, which is dedicated to collecting and analyzing numerical information in addition to collecting additional, non-mathematical information. The participants were chosen randomly to investigate the influence of applying sustainable development concepts on promoting the students' educational process in Iraq. This method had a specific level of internal validity, which permitted the estimation of the program's effects in a formal manner. The participants were taught a course by some experienced teachers about applying sustainable development concepts to promote the students' educational process for 11 sessions in 11 days. The purpose of this class is to explore the degree to which sustainable development principles, when incorporated into the educational system and curriculum, help to improve the quality, relevance, and results of education for students in the second level of government in Iraqi schools in particular, and also to explore how this integration supports the country's overall sustainable development goals. After implementing this course, the teachers can evaluate their students' responses based on answering the 9 items of the questionnaire (See Appendix A). They can realize if their students have improved their education process and behaviors or not. The independent variable is attempting to implement sustainable development principles. This is the process of integrating and implementing principles and practices of sustainable development into the educational environment or curriculum. These ideas can include various aspects of environmental education, social responsibility, economic viability, and cultural diversity. Factors that could contribute to this independent variable include environmental education, social norms, attitudes, and perceived behavioral control. The dependent variable is responsible for the students' educational progression. These are the measurable results or improvements in student learning, development, and participation that result from the application of sustainable development concepts. This primarily includes the educational results. The Figure 1 of the research design is included at the end of this study (See it).

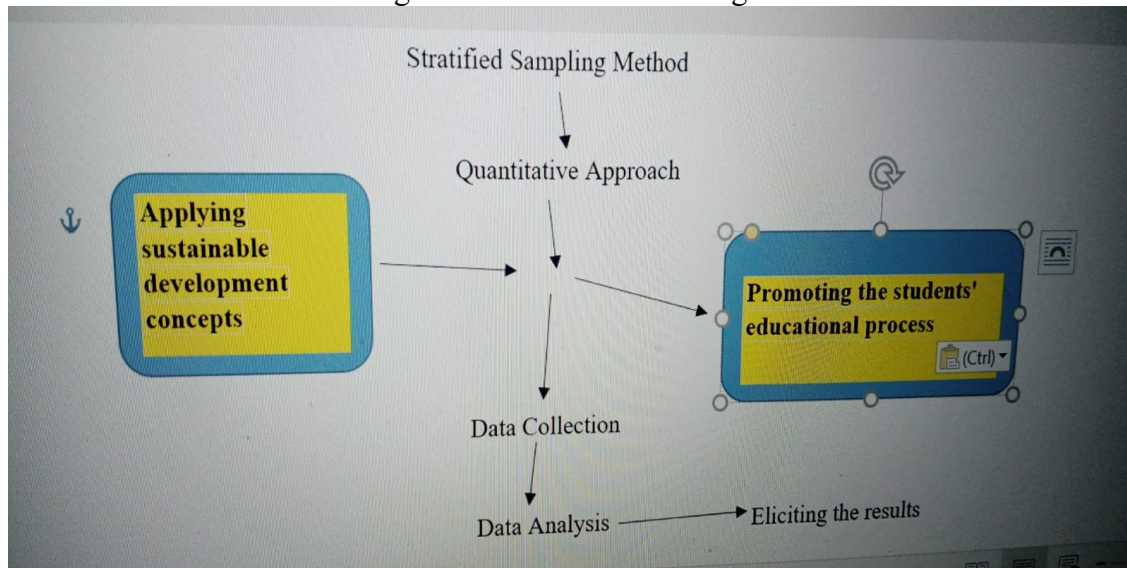


Figure 1. Research Design.

Data collection methods and analysis

After creating the questionnaire with the researcher and validating it through a jury of associated and supplementary professors who share the same academic specialty, the questionnaire was distributed to the participants of the study via WhatsApp and email. Next, their responses were gathered and considered in detail. After that, the responses were assessed using the SPSS program. Different statistical tests that were necessary to produce the results, such as the Frequency Descriptive Test and the One-Sample T-Test, were then conducted. After obtaining the results, the responses were evaluated. Future planned studies were also suggested.

Population and sample

The population for this study includes all secondary teachers and their students within the educational system in Baghdad in Iraq. This sample consists of 68 teachers who are currently teaching in the secondary schools in Baghdad. The Stratified Sampling Method was used to choose the participants. The participants were chosen using a Stratified Sampling Method. As Tong (2006) explains, this method is a probability-based method for selection. It is used in scientific experiments that have a quantitative component. The first step is the categorization of the population into separate classes or groups. Common traits that are designated should be possessed by every member of each layer. A random sample is then selected from each of these categories by the researchers. The sample size is appropriate for ensuring statistical reliability and validity.

Table 1. Data of the sample.

	Category	Frequency	Percentage
Gender	Male	34	50
	Female	34	50
Total		68	100 %

Research tool

To conduct this research, the researcher created a questionnaire with 9 items that followed the research question of the study. It is considered valid because it is been judged by a jury of experienced scholars and a second jury of associated professors who possess the same academic major (See Appendix A). Some of the items were removed, augmented, or revised by the judging committee. The nine items that need to be studied to assess the effectiveness of sustainable development concepts in promoting the educational process of students in Iraq. The participants (68 teachers) completed the survey. Their responses were then assessed by statistics. On a 3-part scale, their responses are classified as either 'agree', 'neutral', or 'disagree'. A Likert scale is characterized by the measurement of attitudes, behavior, or faith in a particular subject, according to Batterton and Hale (2017). Typically, a statement is released that requests individuals to indicate their support or opposition to one of three or five potential options.

Research Results

The research question of the study is: How does the integration of sustainable development principles impact the enhancement of the secondary students' educational experiences and outcomes in Iraqi educational institutions? Two statistical tests were conducted to address this research question. The 'Frequency and Descriptive Tests' is the first formal statistical Test, and the 'One Sample T-test' is the second statistical test that is intended to obtain the final results. (See it at the end of this research).

Table 2. Frequency and Descriptive Tests.

No. of items	No. of participants	Frequency (00.0 %)	The Mean	Standard Deviation (SD)	Variance
1.	68	82.5 %	2.7647	0.42734	0.183
2.	68	90.0 %	2.8235	0.38405	0.147
3.	68	81.2 %	2.7500	0.43623	0.190
4.	68	85.0 %	2.7794	0.41773	0.174
5.	68	87.5 %	2.8088	0.39615	0.157
6.	68	90.2 %	2.8088	0.39615	0.156
7.	68	92.5 %	2.8235	0.38405	0.147
8.	68	95.2 %	2.8529	0.35680	0.126
9.	68	95.2 %	2.8529	0.35680	0.127

Table 2 shows that the average Mean of these items (See Appendix A) is 2.6827 with an average Standard Deviation (SD) of 0.37291. Besides, the average percentage of the 9 items is nearly 88.9 %. The average variance of these 9 items is nearly 0.165. The Mean and the percentage of these 9 items are nearly high. According to the teachers' responses, the impact of applying sustainable development concepts on promoting the students' educational process in Iraq is effective and significant. Students' environmental knowledge is increased, which leads to a greater understanding of the natural resources and local environment. Integrating sustainability concepts promotes a sense of social responsibility, which encourages students to participate directly in their communities and society. Sustainability challenges and solutions are introduced to the

classroom, which facilitates the development of students' analytical and problem-solving abilities. These abilities are then used to address real-world cases. Students can learn the value of economic sustainability, which promotes the concept of entrepreneurship and informed decision-making regarding resource usage. Students are more inclined to harbor a favorable attitude towards sustainability, and they are inclined to engage in long-term thinking and ethical behavior in their daily lives. Through sustainability education, students are taught to believe in their capacity to make a difference, and they are also encouraged in their willingness to participate in positive actions. Sustainable development principles facilitate positive social expectations, which in turn, lead to a greater prevalence of environmentally-friendly and socially-sustaining behaviors among colleagues. Finally, the holistic approach to sustainability integration not only facilitates academic success but also instills in student's values and abilities that are necessary for success in an evolving society.

To elicit the final results, One Sample T-Test is conducted as follows: **Table 3. One Sample T-Test.**

Items: 1-9	No. of participants	Correlation Test	Average Mean	Average Std. Deviation	Sig. (2-tailed) for both groups	Average percentage
Teachers' responses	68	0.157	2.8627	0.37291	0.000	88.9 %
Total	68					

Table 3 shows the final result of the main research question regarding the impact of applying sustainable development concepts on promoting the students' educational process in Iraq. It also shows the final teachers' responses regarding the 9 items. According to their responses, the average Standard Mean (SM) of their responses is 2.8627. The Correlation Test is 0.157. Besides, the average percentage of the teachers' responses is 88.9 %. The 2-tailed significance (Alpha) is 0.000. This means that Alpha is less than 0.05. This assures that the impact of applying sustainable development concepts on enhancing the students' educational process in Iraq is significant and positive.

Discussion

The study's results demonstrate a direct and significant effect from the integration of sustainable development concepts within Iraq's educational system. These findings align with Tilbury's (2014) framework for Education for Sustainable Development (ESD), which emphasizes cultivating the skills and knowledge necessary for critical engagement with societal cases. Specifically, Iraqi students in this study exhibited a notable enhancement in their environmental knowledge, leading to a deeper understanding of their natural resources. This result aligns with the work of Oe et al. (2022), whose global research indicated how the ESD-embedded curriculum consistently promotes increased knowledge and strengthens students' connection to their local environment. The integration of sustainability led to student responsibility for social responsibility. This also led to an increase in societal involvement and community participation. Sterling et al. (2018) ensured this aspect, noting that sustainability education promotes awareness and inspires a sense of control and responsibility over the social and environmental consequences of the actions. In the Iraqi field, this implies that students can participate more frequently in projects and initiatives that are community-based. This clarifies that sustainability education is more than theory and enhances community action. Integrating environmental cases and solutions-oriented learning into the classroom also resulted in the development of analytical thinking, critical thinking, and problem-solving abilities among students. Wiek et al. (2011) indicated that these capabilities are crucial to addressing complex, real-world sustainability cases and are crucial to preparing students for the role of future agents of change. The findings demonstrate that economic understanding, ethical behavior, and entrepreneurship are all emanating from the advantages of sustainable development education. This aligns with the findings of Hogan's (2020) study, which showed that ESD inspires students to make intelligent and ethical decisions about the usage of resources. As the Iraqi students become more aware of the concept of sustainability, they are inclined to harbor a long-term perspective and have a higher degree of ethical responsibility in daily decisions. Sustainability education enhances the belief in the students' ability to enact positive changes, as written by Bandura's theory of self-efficacy (2001), which comes from the concept of positive self-esteem. The study demonstrates increased academic success, the development of autonomous citizens (Mohamadi, et al., 2011).

Research Implications

The findings of this study showed that integrating environmental conservation ideas into education in Iraq can mainly have a socio-economic responsibility, a crucial effect on the students' academic commitment, and environmental awareness. This study showed that educational programs can focus on sustainability education to enhance critical thinking and community involvement in students. The findings can also clarify that having students possess sustainability abilities can lead to a new generation of Iraqi citizens who can address global and local concerns.

Limitations of Research

The findings of this study do not apply to all parts of Iraq due to the different situations they are in, the resources they have, and the backgrounds of their participants. The lack of available data and possible response biases from the participants could lead to an inaccurate or misrepresented result. The study mainly concentrates on the short term, which it difficult to assess the long-term impacts of sustainable development concepts on students' educational efforts and behavior.

Conclusion

This quantitative research assures that the implementation of sustainable development concepts has a significant impact on the students' educational efforts in Iraq. The results indicate a significant increase in students' environmental knowledge, which increases their comprehension of natural resources and the local ecosystem. Thus, integrating sustainability principles promotes a strong sense of social responsibility, which encourages students to participate in their communities and has a significant impact on society. These findings demonstrate the crucial importance of sustainability education in addition to increasing academic success and promoting environmentally responsible and socially committed future residents.

Recommendations

The results recommend that educational authorities in Iraq should incorporate sustainable development concepts into the curriculum more comprehensively in order to increase students' environmental knowledge and awareness. Programs for the training of teachers should be created to provide educators with the necessary abilities and resources in order to effectively promote sustainability. Schools should facilitate community-based initiatives that promote the application of sustainability principles to real-world situations. This can lead to a greater understanding and participation from students.

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Appendix A

Dear Teachers of Secondary Schools in Baghdad City

This study aims to investigate the influence of applying sustainable development concepts on promoting the students' educational process in Iraq.

Please read the following items and share your opinion by checking the appropriate box. Your responses are greatly appreciated for conducting this study.

No.	Items	Agree	Neutral	Disagree
1.	Students' environmental knowledge is increased, which leads to a greater			

	understanding of the natural resources and local environment.			
2.	Integrating sustainability concepts promotes a sense of social responsibility, which encourages students to participate directly in their communities and society.			
3.	Sustainability challenges and solutions are introduced to the classroom, which facilitates the development of students' analytical and problem-solving abilities. These abilities are then used to address real-world cases.			
4.	Students learn the value of economic sustainability, which promotes the concept of entrepreneurship and informed decision making regarding resource usage.			
5.	Including cultural respect in the curriculum promotes students' appreciation of and celebration of diversity, which promotes social harmony.			
6.	Students are more inclined to harbor a favorable attitude towards sustainability, and they are inclined to engage in long-term thinking and ethical behavior in their daily lives.			
7.	Through sustainability education, students are taught to believe in their capacity to make a difference, and they are also encouraged in their willingness to participate in positive actions.			
8.	Sustainable development principles facilitate positive social expectations, which in turn, lead to a greater prevalence of environmentally-friendly and socially-sustaining behaviors among colleagues.			
9.	The holistic approach to sustainability integration not only facilitates academic success but also instills in student's values and abilities that are necessary for success in an evolving society.			