

Environmental Stewardship Towards Sustainable Lifestyle of College of Teacher Education Students

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Abstract

This study utilized descriptive correlational research to determine the relationship between environmental stewardship and the sustainable lifestyle of College of Teacher Education students. Three hundred thirty students from the University of Mindanao were identified as respondents through convenience sampling. Findings manifested that the level of sustainable lifestyle of College of Teacher Education students in terms of consumption, nature, responsibility, and support is high. It entails that College of Teacher Education students' sustainable lifestyle is often manifested. The level of environmental stewardship in terms of awareness of UM effort, knowledge of practice, self-reported behavior, and peer behavior is very high. It means that the College of Teacher Education's environmental stewardship is always manifested. Furthermore, the research presented evidence that environmental stewardship is one of the predictors of students' sustainable lifestyles. There is still a need to enhance the students' learning of how our lifestyle choices impact the world. Students should participate in different activities that advocate ways of conserving the environment. They should promote environmental awareness through campaigns such as promoting sustainable consumption, proper waste disposal etc., in both outside and inside the school premises. Teaching the process of learning to live sustainably inside and even outside the classroom setting and giving students more opportunities to practice environmental stewardship behavior, the teacher and the school should work closely together.

Keywords: *education, sustainable lifestyle, environmental stewardship, responsibility, behavior*

1.1 INTRODUCTION

A sustainable environment and economy can be achieved if people support a sustainable lifestyle. A sustainable lifestyle means understanding how our choices impact the world around us. But, in the field of sustainable development, there are many challenges that we are facing and need to be addressed; those challenges include our consumption of both energy and natural resources, climate change, waste production, and more, and our lifestyles are said to be challenging to alter in a way that even if there is a willingness to live sustainably, many people fail to make the necessary changes. Just like in the context of waste production, the Philippines gains two point seven million tons of plastic waste, and an estimated twenty percent of it ends up in the ocean, and that is only due to unsustainable consumption. Also, the Philippines are already more than half of greenhouse gas emissions and now vulnerable to the impact of climate change due to energy consumption, waste, and even land use has been changed (Cohen, 2017; Legrand, 2022; UN Environment Programme, 2022; Bohme, Walsh & Wansler, 2022; The World Bank, 2021).

People need to know and be encouraged to behave sustainably as it influences their consumption beliefs, attitudes, and intentions. They should believe that everything we buy and use daily significantly impacts our natural resources, ecosystems, and the global community. Consumers' consumption decisions shape markets and production patterns. Our consumption practices place a danger on the availability of our resources. Additionally, the alteration of our ecosystem will become irreversible if possible do not adjust their habits, making it difficult to live in such circumstances. As a result, environmental stewardship projects are gaining popularity as a practical method for involving communities of all sizes in conservation efforts. This study aimed to increase awareness of living sustainably as a valued and significant idea for environmental stewardship to demonstrate better the relevance of this concept (Longo, Shankar, & Nuttall, 2019; Rakic B. & Rakic M. 2015; Abas, Yusoh, Sibly, Mohamed, & Ta Wee, 2020; Lubowiecki-Vikuk, Dabrowska, & Machnik 2020).

Instead of relying on weak sustainable policy, sometimes inconsistent and slow, environmental stewardship builds on sustainable lifestyles that feel connected with the environment and may induce immediate action in preventing environmental decline. Local environmental stewardship in conservation and environmental management policies and programs must be implemented globally. Given humanity's environmental constraints, regional and global populations must participate in conservation efforts. To preserve the environment in a sustainable manner, environmental stewardship is essential, and strong environmental stewardship helps to decrease the overuse of ecological resources. Stewardship strengthens management organizations' capacity by placing the responsibility for environmental monitoring and maintenance on the average citizen, which not only leads to more environmentally conscientious citizens but also increases people's ecological awareness (Bennett, Whitty, Finkbeiner, Pittman, Bassett, Gelcich, & Allison, 2018; Sachdeva, 2018; Engerman, Clavier, & Honore, 2020; Arakawa, Sachdeva, & Shandas, 2018).

Several things pressure the planetary boundaries directly linked to our production of goods and services and go by how we increase our expenditure in money to improve the material living

beyond our comfortable life. The overconsumption of people with material things in countries like industrialized, middle, and upper classes forms a severe threat of exceeding the planetary boundaries. Also, the increase in world population and globalization impacted sustainability like in the supply chain; how we consume, produce, and process will bring significant impact. Also stated is that food waste has increased over the past few years due to the coordination of producers, distributors, retailers, and consumers/customers that plays an essential role in the supply chain. The challenge we face today in sustainable development is due to unstable consumption; the unsustainable consumption that people have made contributes to not just environmental pollution but also exhausts our resources and even brings climate change problems (Ahlstrom, 2020; Govindan, 2017; Ahamad & Ariffin, 2018).

Furthermore, today, people purchase non-essential items, just like fashion and other apparel products, and one of the consumers is young adults. Young consumers today are becoming more aware of how unsustainable purchase patterns affect their global self-worth and self-esteem. Their consumption now includes more than just using tangible products and services to meet their perceived requirements; it also serves as a barometer for their standard of living, a measure of their social structure, and a means of expressing their identity. Because of this, encouraging young people to engage in sustainable consumption has moved up the research agenda in areas like education for sustainable development. Reducing consumption levels among the materially wealthy is an emerging method for sustainable development because it's known that excessive consumption has detrimental consequences on ecological balance, social equality, and individual well-being (Ah Fook & McNeill, 2020; Raquib, Javaid & Anjum, 2020; Ziesemer, Hüttel, & Balderjahn, 2021; Fischer, Bohme, & Gieger, 2017).

Another sustainability challenge we face today lies in managing materials flows or what environmental engineers call solid waste; most of this waste comes from our consumption. This challenge has been the world's major issue today. When solid waste is not correctly disposed of, it can have serious adverse consequences on our environment, such as the spread of infectious diseases and land pollution. Solid waste from human consumption is produced as the world's population, and living standards improve. According to DENR Secretary Roy A. Cimatu, if unsustainable lifestyles continue, we will not be able to contain waste disposal, and the consequences will come back to us, just like water clogging drains and species extinction. Solid waste is the unwanted or useless solid materials produced by human lifestyles or activities. It is the right time to realize that practicing a sustainable lifestyle is as important as solid waste management (Cohen et al., 2017; Miguel, 2022; Ejaz, Akhtar, Nisar, & Naeem, 2010).

In addition, finding a solution to meet the energy needs of a growing population while also dealing with increasing economic prosperity and limited resources is another major obstacle to achieving sustainability. The primary source of greenhouse gas emissions caused by humans is energy consumption, notably the burning of fossil fuels, which is the leading cause of climate change caused by greenhouse gas pollution resulting from human requirements or lifestyle (Asgharizadeh, Torabi, Mohaghar, Zare-Shourijeh, 2019).

The deterioration of the environment accelerates industrial, commercial, and corporate growth; as a result, the Earth's natural atmosphere is not only under attack but also deteriorating. We must work to safeguard these systems and develop sustainable lifestyles because we rely on the Earth's biological systems for our basic survival. Living sustainably necessitates a radical shift from the way things are done today. To explain and describe responses to these

difficulties, the idea of stewardship is being employed more frequently in research, policy, and practice. This does not imply that change cannot occur; instead, it will call for a concerted effort at all societal levels to participate in the responsible management of the Earth actively. The development of our society towards a more sustainable lifestyle can only be achieved if changes are also performed by people individually (Enqvist, 2018; Lindermann-Matthies, Hoyer, & Remmele, 2021).

The theory anchored to this is the Theory of Planned Behavior. This theory can explain why people make the decisions they do. Knowledge is the basis for establishing correct attitudes to change practice. Environmental stewardship aims to conserve, protect, and create a more sustainable environment through conservation and sustainable practices. This ecological knowledge affects the attitude toward environmentally sustainable products in which we practice a sustainable lifestyle to reduce environmental harm. According to the Theory of Planned Behavior, the likelihood of engaging in behavior depends on how you feel about it. The possibility of engaging in the action increases if it improves life. Let us consider the likelihood of living sustainably to protect the environment. Suppose you believe that a sustainable lifestyle positively impacts conserving and protecting the environment. In that case, you are likely to have a positive evaluation of the behavior of sustainable living. Thus, this theory explains that environmental stewardship can practice through a sustainable lifestyle to protect the environment. Moreover, environmental stewardship, in the opinion, refers broadly speaking to a manner of protecting the environment through the use of sustainable natural resource management techniques that respect ecosystem function (Asere, 2015; Fan, Mou, Cheng, Zhao, & Zhang, 2021; NOAA, 2022; Mathevet, Bousquet, & Raymond, 2017).

The researchers focused on how stewardship impacts the College of Teacher Education's sustainable lifestyle. All living things have access to what they need from their environment. It is crucial to understand how we take care of our surroundings. We could comprehend how to preserve the ecosystem's capability by learning environmental stewardship. Students in teacher education programs at colleges are regarded as young consumers. As a result, they are seen as having a hand in developing and institutionalizing dominant, unstable consumption practices and patterns. Thus, in order to fill the knowledge gap regarding whether students at the institution, as mentioned above, benefit the environment through their sustainable lifestyles and if they are environmental stewards both within the institution and in their respective communities, researchers will focus their further research specifically on the College of Teacher Education students at the University of Mindanao. In other words, this study aims to determine how a sustainable lifestyle should be practiced to qualify as environmental stewardship.

The relevance of this study sought to raise the College of Teacher Education at the University of Mindanao students' significant role in preserving and conserving the natural environment. Students in the University of Mindanao's College of Teacher Education and their peers must consider the consequences of their obligations to the environment and humanity's relationship to it. In other words, students must be taught to have the same level of commitment to environmental stewardship as they become a steward of their communities and societies since social and environmental stewardship are essentially the same. Also, School Administrators must formulate workshops, seminars, and activities regularly for teachers and students that will enable them to become environmentally aware. Moreover, future researchers are encouraged to conduct studies about environmental stewardship toward sustainable lifestyles that have a

broader scope and are not limited to a specific program. Being a responsible steward of one's community, social or environmental, is a reciprocal act because stewardship actions largely reinforce both the steward's and the community's well-being.

The main objective of this study is to determine whether there is a significant relationship between sustainable lifestyle and environmental stewardship in the context of the College of Teacher Education at the University of Mindanao and, in doing so, to contribute to existing research on sustainable lifestyle significantly. Accordingly, the researchers hypothesized no significant relationship exists between sustainable lifestyle and environmental stewardship among college students pursuing teacher education. Based on such a framework, this study will specifically address the following research questions: First, what is the level of the sustainable lifestyle of teacher education in terms of; Consumption, Nature, Responsibility, and Support? Second, what is the level of environmental stewardship of teacher education students in terms of; Awareness of UM Efforts, Knowledge of Practices, Self-Reported Behavior, and Peer Behavior? Third, is there a significant relationship between sustainable lifestyle and environmental stewardship of teacher education students?

2. METHODOLOGY

2.1 Respondents

The surveyed population consisted of undergraduate students enrolled in the College of Teacher Education offered at the University of Mindanao in the Philippines (S.Y. 2022-2023). Based on the Raosoft sample size recommendation, respondents were selected from a sample group of 330 people out of 2,324 teacher education students, given the emphasis on a specific and accessible group, limited time, and resources available for data collection. Convenience sampling was utilized in selecting the study's respondents (Hahn, DeWalt, Baker, & Schillinger 2017) noted that convenience sampling can be a viable and practical approach for exploratory research, particularly when looking for possible correlations between variables. The participants were chosen depending on how prepared they were to respond to the questionnaire. This study includes all enrolled students of the College of Teacher Education of the University of Mindanao, as they are the primary target population of this research study. Furthermore, they are given the option of declining to participate in the survey. The researchers excluded students not enrolled in the College of Teacher Education at the University of Mindanao.

2.2 Research Instruments

In gathering the data and specific information essential, the researcher adapted a survey questionnaire as an instrument for the study. The researchers' independent variables are composed of one questionnaire, Environmental Stewardship by Omah Green School Initiative (2021), and the dependent variable, Sustainable Lifestyle by (Haan, Konijn, Burgers, Eden, Brugman, & Verheggen 2018). The survey form is divided into two (2) sections. The first element of the questionnaire, which has twenty-eight subjective items, assesses the respondents' level of a sustainable lifestyle in four key areas: (1) Consumption; (2) Nature; (3) Responsibility, and (4) Support. On the other hand, the second section of the questionnaire uses thirty-four subjective items to measure how environmentally stewardship a person leads. It's divided into four primary areas: Awareness of UM Efforts, Knowledge of Practices, Self-Reported Behavior, and Peer Behavior.

To have a legitimate and reliable survey, the researchers conducted questionnaires validation results with a total score of excellent to very good among three (3) research specialists. It has been done through Pilot testing to ensure accurate and consistent findings. The results of the Cronbach alpha of the first instrument, sustainable lifestyle is .969, indicating that the instrument obtained a very high measure of reliability; furthermore, the results of the second instrument, environmental stewardship, is .966 Cronbach alpha meaning that the instrument received a very high measure of reliability. Consequently, a Likert scale will evaluate the participant's responses to the survey questionnaire.

The descriptive range interpretation for Environmental Stewardship shows that if the weighted scale is 5, its mean range is quantified as 4.20 to 5.00, indicating that its descriptive rating is Very High, which means that the level of Environmental Stewardship is always manifested. If the weighted scale is 4, its mean range is quantified as 3.40 to 4.19, indicating that its descriptive rating is High, meaning that the Environmental Stewardship level is often manifested. If the weighted scale is 3, its mean range is quantified as 2.60 to 3.39, indicating that its descriptive rating is Moderate, which means that the level of Environmental Stewardship is oftentimes manifested. If the weighted scale is 2, its mean range is quantified as 1.80 to 2.59, indicating that its descriptive rating is Low, which means that the level of Environmental Stewardship is sometimes manifested. If the weighted scale is 1, its mean range is 1.00 to 1.79, indicating that its descriptive rating is Very Low, which means that the level of Environmental Stewardship is not manifested.

The descriptive range interpretation for Sustainable Lifestyle shows that if the weighted scale is 5, its mean range is quantified as 4.20 to 5.00, indicating that its descriptive rating is Very High, which means that the level of Sustainable Lifestyle is always manifested. If the weighted scale is 4, its mean range is quantified as 3.40 to 4.19, indicating that its descriptive rating is High, meaning that the Sustainable Lifestyle level is often manifested. If the weighted scale is 3, its mean range is quantified as 2.60 to 3.39, indicating that its descriptive rating is Moderate, which means that the level of Sustainable Lifestyle is oftentimes manifested. If the weighted scale is 2, its mean range is quantified as 1.80 to 2.59, indicating that its descriptive rating is Low, meaning that the Sustainable Lifestyle level is sometimes manifested. If the weighted scale is 1, its mean range is 1.00 to 1.79, indicating that its descriptive rating is Very Low, which means that the level of Sustainable Lifestyle is not manifested.

2.3 Design and Procedure

The researchers utilized quantitative research, mainly using the descriptive-correlational research design. In quantitative research, the material is quantified and statistically analyzed to determine whether it is a true or false alternative knowledge statement. The correlational research design looks at the variations in two study group characteristics. It is essential to watch how much statistical correlation a researcher finds between two traits depending on how accurately those attributes have been estimated. Given that a correlational study aims to ascertain whether two or more variables are connected. The Significant variables that influence correlation coefficients are validity and reliability. The researchers used quantitative methods to determine whether there is a connection between environmental stewardship and a sustainable lifestyle among College of Teacher Education students at the University of Mindanao. The researchers used Google Forms and survey questionnaires to collect data from the respondents. Online surveys are more helpful to participants and researchers since they are more effective, affordable, simple, and convenient (Creswell, 2013).

The following steps and measures are observed in gathering data from the respondents. Asking for Permission to Conduct the study. A formal letter was given to the Dean of the College of Teacher Education of the University of Mindanao duly noted by their research adviser, wherein the permission to conduct the study is being addressed. The questionnaire is given in-person and online, and upon completing the form, researchers retrieve the questionnaire collection and Encoding of Data. The researchers experienced struggles during the data collection, mainly about the respondents' willingness once selected, but completed surveying the target sample size. Afterward, the researchers organized and encoded the collected data and submitted these to the assigned statistician for data analysis. Finally, the researchers used data to interpret the results, test the hypothesis, and draw conclusions based on the research objectives.

The researchers used the following statistical tools to evaluate the data and analyze the results: Mean. The researchers used this information to examine connections between environmental stewardship and sustainable living—standard deviation. The standard deviation in this study determines how much the data deviates from the mean. Hence, assisting the researchers in interpreting the data—Pearson Product Moment Correlation (r). This tool will be used by the researchers to examine the significant relationship between a sustainable lifestyle and environmental stewardship.

3. RESULTS AND DISCUSSION

3.1 Level of Environmental Stewardship of Teacher Education

Table 1 shows the level of Environmental Stewardship of Teacher Education students, which may be measured using the following indicators: Awareness, Knowledge of Practices, Self-reported Behavior, and Peer Behavior. The table shows the overall mean of Environmental Stewardship is 4.23 or Very High, with a standard deviation of .47, which indicates the level of environmental stewardship of the College of teacher education is manifested among indicators. On the other hand, the knowledge of practice has the highest mean of 4.47 or Very High, with a standard deviation of .80, and is always manifested. Moreover, Peer Behavior has the lowest mean of 4 or High, with a standard deviation of .69 is often manifested.

The overall level of Environmental Stewardship of Teacher Education students is high. This shows that students' Awareness, Knowledge of Practices, Self-reported Behavior, and Peer Behavior are manifested. All indicators show a positive relationship between how every student must manifest environmental stewardship to make a difference in resolving global world problems, even if not all, at most minor environmental issues (Rogayan, 2019).

Table 1

Level of Environmental Stewardship of Teacher Education

Indicators	Mean	SD
Awareness of UM Efforts	4.33	.57
Knowledge of Practice	4.47	.80
Self-reported Behavior	4.26	.53

Peer Behavior	.4	.69
Overall	4.23	.47

Moreover, the knowledge of practice got the highest mean among the four. This indicates that when students are knowledgeable about conserving the environment, this will help students to achieve environmental protection and stewardship (Reo, Nicholas, Whyte, Kyle, McGreggor, Deborah, Smith, MA, Jenkins, & James 2017). The core of environmental stewardship is to protect the environment through conservation and sustainable practices to improve human well-being. The result indicates that College of Teacher Education students always manifested in protecting the environment.

Furthermore, peer behavior has the lowest mean among the four, indeed high but needs to be improved in a way that needs to be known regarding environmental conservation. A solid environmental stewardship attitude helps decrease environmental resource overuse (Engerman et al., 2020). Students' attitudes to becoming stewards towards the environment contribute positively towards protecting nature. It shows that College of Teacher Education students' peer behavior needs to be improved in their actions toward conserving the environment.

3.2 Level of Sustainable Lifestyle of College of Teacher Education Students

Table 2 shows the level of Sustainable Lifestyle of the College of Teacher Education students, which may be measured using the following indicators: Consumption, Nature, Responsibility, and Support. The table shows the overall mean of Sustainable Lifestyle is 4.00 or High with a standard deviation of .51, indicating that the sustainable lifestyle of college teacher education students is often manifested among indicators. On the other hand, responsibility has the highest mean of 4.38 or Very High with a standard deviation of .56. and is always manifested. Moreover, Nature has the lowest mean of 3.82 or High with a standard deviation of .56 and is often manifested.

The overall level of Sustainable Lifestyle of College of Teacher Education Students is high. This shows that students' Consumption, Nature, Responsibility, and Support often manifest in their daily lives. This shows how a sustainable lifestyle is recognized as one of the essential requirements for sustainable development (Wang, Moore, Martiny & Primeau, 2019). This represents the impact of consumption on how it plays a vital role in moving towards a more sustainable future.

Table 2

Level of Sustainable Lifestyle of College of Teacher Education Students

Indicators	Mean	SD
Consumption	3.86	.72
Nature	3.82	.70
Responsibility	4.38	.56
Support	3.90	.75
Overall	4.00	.51

Furthermore, responsibility got the highest mean among the four indicators. This corresponds with the study of (Lubowiecki-Vikuk et al., 2021), how individual responsibility may be considered from the perspective of responsibilities toward society and towards consumers themselves as responsible players. The result indicates that College of Teacher Education students always manifested their actions to live sustainably.

Nature has the lowest mean among the sustainable lifestyle indicators. It is high but needs to improve in many ways to live sustainably, such as living with sustainable materials, sustainable consumption, and many more. This result leads us to the idea that students believe they are not responsible for the environment. The study of (Rosa, Profice, & Collado, 2018) states that connectedness to nature can define as a trait related to the emotional connection with the natural environment. Thus, several studies affirm that students must live sustainably and be connected to nature.

3.3. Correlation between Environmental Stewardship and Sustainable Lifestyle

The primary purpose of this study is to determine whether there is a significant relationship between a sustainable lifestyle and environmental stewardship in the context of the College of Teacher Education at the University of Mindanao. Table 3 shows the correlated variables: the sustainable lifestyle determined by students' consumption, nature, responsibility, and support, and the level of environmental stewardship in terms of Awareness of UM efforts, knowledge of practices, self-reported behavior, and peer behavior. As shown in Table 3, the sustainable lifestyle of students has a significant relationship with environmental stewardship as measured by 4 indicators: (1) awareness has a computed r-value of .401* and a p-value of .000, indicating a significant relationship; (2) knowledge of practices have a computed r-value of .311* and a p-value of .000, indicating a significant relationship; (3) self-reported behavior have a computed r-value of .501* and a p-value of .000, indicating a significant relationship; (4) peer behavior have a computed r-value of .487* and a p-value of .000, indicating a significant relationship.

Overall, the calculation revealed that the r-value is .601* and the p-value is .000, which is less than the significance level of 0.05, showing a significant relationship between the two variables and the rejection of the null hypothesis. It implies that environmental stewardship is significantly related to a sustainable lifestyle in the College of Teacher Education context.

Table 3

Correlation between Environmental stewardship and Sustainable Lifestyle

Environmental Stewardship	Sustainable Lifestyle				
	Consumption	Nature	Responsibility	Support	Overall
Awareness of UM Efforts	.266*	.357*	.356*	.239*	.401*

Knowledge of Practices	.269*	.273*	.292*	.074*	.311*
Self-reported Behavior	.413*	.510*	.343*	.215*	.501*
Peer Behavior	.397*	.469*	.241*	.359*	.487*
Overall	.475*	.571*	.417*	.331*	.601*

*Correlation is significant at the 0.01 level (2-tailed).

Sustainable lifestyle and environmental stewardship among the University of Mindanao College of Teacher Education students have a significant relationship. It is clearly shown that the indicators of a sustainable lifestyle, which are consumption, nature, responsibility, and support, garnered a high mean. Meanwhile, awareness, knowledge of practice, self-reported behavior, and peer behavior also garnered a high mean. Considering that both variables are both high, the results have shown that the two variables have a significant relationship aligned with the collected and gathered literature. (Mathevet et al., 2018), Revealed that stewardship can be seen as a form of collaborative planning and responsible management of the environment through sustainable natural resource management practices that respect ecosystem functions, and that stewardship is a crucial concept for a sustainable lifestyle that benefits both people and the environment.

The significant relationship between the two variables coincides with the theory presented by (Asare et al., 2015) people's attitudes, subjective norms, and perceived behavioral control significantly influence their intentions and behaviors. Regarding environmental stewardship and sustainable lifestyle, people with positive attitudes towards the environment, perceived social pressure to act sustainably, and feel empowered to make sustainable choices are more likely to adopt a sustainable lifestyle and engage in environmental stewardship. Thus, students who believe they can make a positive difference and are motivated to act sustainably are more likely to adopt sustainable behaviors such as responsible consumption, supporting nature, taking responsibility for their actions, and supporting sustainable initiatives.

4. CONCLUSION AND RECOMMENDATIONS

The level of the sustainable lifestyle of teacher education students is high, meaning consumption, nature, responsibility, and support are often manifested. Meanwhile, nature is the lowest recorded mean at a high level. The level of environmental stewardship of the College of Teacher Education students is very high. It appears that the respondents' environmental stewardship is often visible. Among its indicators, Peer Behavior gained the lowest mean, which means that students are not responsible enough for their actions in conserving the environment. Thus, the environmental stewardship of teacher education students shows positive outcomes regarding the indicators mentioned above that affect their sustainable lifestyle.

The research findings validate the study's theoretical underpinning. According to the Theory of Planned Behavior, an individual's likelihood of engaging in a particular behavior depends on their attitude towards that behavior, subjective norms, and perceived behavioral control. This study found that the degree of sustainable lifestyle among College of Teacher Education students was high, indicating they held a favorable assessment of sustainable living. In addition, the degree of environmental stewardship was high, indicating that teacher education students are aware, knowledgeable, and responsible with their actions to live sustainably and to protect the environment, which means that the students perceived a social pressure to protect the environment and felt that they had control over their actions. The results are consistent with the theory's predictions and provide empirical support for the stated theory.

Furthermore, the study proves that knowledge influences environmental stewardship and sustainable living attitudes and behaviors. The findings suggest that the student's level of consciousness to protect nature depends on their knowledge. This supports the idea that knowledge is an essential prerequisite for establishing the correct attitudes that lead to changes in practice, as stated in the theoretical framework. Therefore, the study's results support the idea that environmental stewardship can be practiced through a sustainable lifestyle, and the Theory of Planned Behavior can be used to explain why people make decisions related to sustainable living and environmental protection.

The study's research findings and conclusion were revealed. The following suggestions were made upon observing the results and conclusion of the research. First, the Students should participate in different activities that advocate ways of conserving the environment. They should promote environmental awareness through campaigns such as sustainable consumption, proper waste disposal, Etc., both outside and inside the school premises. Second, Peers should participate in team working activities that show effort in conserving the environment. They should engage themselves in different community extension activities that will enable them to learn ways to preserve the environment sustainably. Third, School Administration should regularly formulate workshops, seminars, and activities for teachers and students. They should empower students' values that aim to adopt the right actions to become responsible and support different organizations that focus on nature. Enhance the existing programs like Clean and Go (CLAYGO) as it shows environmental conservation and protection inside school premises. They must exert their efforts to require students and teachers to attend campaigns, community extensions, or any other activities that promote a concern for environmental conservation and protection. Lastly, future researchers are encouraged to conduct studies about environmental stewardship towards sustainable lifestyles that have a broader scope and are not limited to a specific program. Researchers could also look for the other factors that affect College Teacher Education students' sustainable lifestyle.

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