MALAYSIAN YOUTH PERCEPTIONS OF SOLUTIONS TO ENVIRONMENTAL ISSUES

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ABSTRACT

The tourism industry is a significant contributor to greenhouse gas emissions and climate change. The future of environmental sustainability depends highly on today's youth. It is therefore crucial that young people today actively participate in dealing with environmental issues besides conserving natural resources by acting responsibly towards the environment. This engagement will ensure ecological sustainability and the ability to meet the needs of future generations. In Malaysia, youth constitute almost half of the total population, hence highlighting the importance of their leadership in environmental sustainability initiatives, and the need to recognize their perspectives. Data for this study was collected from 90 youths aged between 20 to 24 years old. All the responses were categorised into four main themes namely, governance for environmental sustainability, education to enhance awareness, acculturation of environmentally friendly practices and involvement of all stakeholders. To the authors' knowledge, this is among the first studies in Malaysia to examine the youth's point of view on strategies for sustaining the environment.

Keywords: Youth, environment, sustainability, climate change, Malaysia.

INTRODUCTION

In order to satisfy current needs without hastening climate change, the world's population must preserve natural resources and safeguard global ecosystems. Climate change is a global issue which can be defined as the change in climate, caused in part by human activity, including tourism. Air travel contributes significantly to greenhouse gas emissions, accelerating climate change. Tourism can strain local resources like water and energy, and generate waste, further impacting the environment. Furthermore, tourism development can lead to deforestation, habitat destruction, and pollution, impacting natural carbon sinks. Unsustainable human activities alter the composition of the global atmosphere and result in natural climate variability observed over comparable time periods (Abdul-Rahman, 2018). Extreme heat has recently been observed in the United States and Spain, as well as heavy rains and floods in Pakistan and China, landslides in Bangladesh and India, wildfires in Afghanistan and Türkiye, and dust storms in Iraq. These are among the environmental disasters caused by climate change and global warming which are getting worse by year.

In developed countries such as Sweden, there is an increasing trend of youth environmental activism movement that is demonstrated through pro-environmental behaviour, environmentally considerate consumerism, social media activism, political participation, petition and protests (Salvatore & Wolbring, 2021). This is consistent with United Nations Sustainable Development Goals adopted by world leaders in 2015 which includes climate change mitigation (ILO, 2017). Youth is best understood as the period of transition between childhood and adulthood, typically encompassing individuals aged 15 to 24, who represent the future generation of decision-makers. Active involvement of this group in addressing environmental issues is essential to ensure ecological sustainability, which has become a national and global priority (Abdul-Rahman, 2020). Several studies in Malaysia have assessed youth awareness and intention to adopt pro-environmental behaviour, and actual participation in sustaining the environment. Based on the analysis and review of journal articles, reports, newspaper publications, and other relevant documents related to environmental sustainability, Abdul-Rahman (2020) concluded that Malaysian youth's level of environmental participation is inadequate although they have positive environmental attitudes, and their level of awareness is high. However, the cause of low participation remains unknown.

It is worthwhile to investigate how Malaysian youths perceive solutions to environmental issues because their perspectives on strategies to sustain the environment has not been captured except for one study conducted in United Kingdom which identified teacher and youth priorities for environmental sustainability education (Dunlop et al., 2022). The study insists the education system to play a more visible and active role in preparing children and youth to address current environmental issues. Understanding the perceptions of the youths may provide insight into ways of increasing their participation. Furthermore, more research on environmental sustainability is needed in developing countries as pro-environmental behaviour is still low among the developing nations (Ibrahim et al., 2021; Singh & Kaur, 2022). In Malaysia, youths make up almost one-half of the total population. It is important for youths in Malaysia to have a high level of environmental awareness and participation, where they are placed at the forefront of environmental sustainability initiatives. To encourage greater participation in environmental sustainability among youths, particularly as they are among the groups most affected by climate change, their perspectives must be recognised.

LITERATURE REVIEW

Education for Environmental Sustainability

Education's potential to facilitate the transition to sustainability has been recognised and highlighted by many studies (Dunlop et al., 2022; Kioupi & Voulvoulis, 2019). Much effort has been carried out worldwide to spread awareness regarding environmental sustainability especially among school children and youths. Eco-School Programme, which is the largest global sustainable school programme in the world is an example of this initiative. Eco-School Programme instils environmental conservation awareness among school students by integrating environmental sustainability education into the school curriculum, which is carried out through project-based learning. Eco-school programme provides teachers and students the experience and understanding of environmental sustainability, besides empowering young people to lead a sustainable lifestyle (WWF Malaysia, 2021).

Based on the perspectives of UK teachers and youth, various support is needed for environmental sustainability education. Firstly, the government needs to develop policies that enable environmental sustainability education through curriculum, assessment, inspections and school funding. At the community level, various organisations can form networks with schools to provide intergenerational education and accreditation for sustainability actions. Schools need to assign leaders who are responsible for environmental sustainability education, and capable of monitoring decisions about energy, food, transport and waste. In the classroom, teachers need to enhance their knowledge, skills and abilities to deliver environmental sustainability education, ensuring the fulfilment of sustainability education content and pedagogy by being the role model, and encouraging students to take actions on sustainability (Dunlop et al., 2022).

In Malaysia, eco-school programme was first initiated in Melaka, followed by other states including Kedah. Eco-school programme authorises students to initiate eco-projects that address the environmental issues they have identified. Green Growth Asia Foundation (GGAF) then rewards the schools involved with Green Flag to recognise their effort and contributions to sustain the environment. Currently, more than 336 schools in Malaysia are involved with the programme that also receives support from Government-Linked Companies (GLCs) such as Sime Darby and Khazanah (WWF Malaysia, 2021). Eco-school programme approach is consistent with Kasim and Wickens (2020) who suggested creating and building up youth interests on environmental issues through formal channels. With the adoption of eco-school programme, it is expected that the school teachers and students will be the agent of change who promote environmental sustainability among peers and the community. Shifting to a pro-environmental behaviour is necessary because Malaysia is not excluded from the effect of climate change.

Climate Change in Malaysia

Malaysia is currently experiencing floods, landslides, haze and thunderstorms. According to Abdul-Rahman (2018), the potential impacts of climate change in Malaysia include decreased water availability, droughts, sea level rise, increased flood intensities, reduced crop produces, greater diseases among forest species and biodiversity loss, erosion of shorelines, coral reef bleaching, increased incidences of diseases, tidal inundation of coastal areas, and loss of biodiversity. This prediction is consistent with United Nations Office for Disaster Risk Reduction (2021) and World Bank and Asian

Development Bank (2020) reports. United Nations Office for Disaster Risk Reduction and the banks reported about rising sea levels, increase in temperature and storms frequency and intensity, increase in rainfall, and heavy rainfall, and increase in areas affected by flood.

Indeed, flash floods are becoming more common in Malaysia as a result of heavy rain. For instance, Kuala Kedah and nearby areas were inundated after high tide phenomenon that was accompanied with heavy rainfall. Klang Valley has been repeatedly hit by flash flood. Johor Bahru was also hit by flash flood, and so was Baling district in Kedah. Moreover, heavy rain caused landslides and massive flood in Hulu Langat District in Selangor. Similarly, flood events have also been recorded in Melaka, Negeri Sembilan, Penang, Pahang, Sabah and Sarawak. Flooding is a common occurrence on Malaysia's east coast, and it is sometimes celebrated by the locals, particularly children. Although the government of Malaysia has adopted precautionary principles to mitigate and adapt to climate change, the active participation and involvement of the public especially the youth is needed in mitigating the climate change effects (Abdul-Rahman, 2018; 2020).

Environmental Sustainability and Malaysian Youth

Ibrahim et al. (2021) studied youth environmental concern, attitude, and intention to embrace anti-littering behaviour. The quantitative study found that environmental concern and attitude towards anti-littering determine the intention to adopt anti-littering behaviour. The study stressed on the importance of nurturing anti-littering behaviour among students and suggests stakeholders such as learning institutions to carry out activities that can enhance youth environmental concern towards the environment. While Ibrahim et al. (2021) merely assessed youth intention, an earlier study by Kasim and Wickens (2020) assessed youth's actual behaviour which includes their tendency to litter when travelling.

Kasim and Wickens (2020) explored Malaysian youth's awareness, intention and opinion on green travel and found a high level of awareness, and a link between youth awareness and attitude with their green travel tendencies. Other studies have also reported adequate level of awareness among the youth in Malaysia (Abdul-Rahman, 2020). However, in contrast with those studies, Kasim and Wickens (2020) highlighted the importance of portraying green practices as cool and trendy to be more appealing to the youth. Most studies relating youth and environmental sustainability in Malaysia are done quantitatively. Therefore, exploration of youth perspective is limited by the close ended and structured questionnaire. Furthermore, previous studies did not capture youth's opinion on strategies to sustain the environment.

METHODOLOGY

In the effort to capture as much information as possible from the youths, qualitative method was opted instead of quantitative method. The qualitative approach was used to search for the key ideas behind the research problems and to gain insights into real issues from participants. Qualitative approach is a form of interpretive inquiry that helps the researcher to develop a complex overview of the problems and issues under study and generate primary data for analysis to explain the phenomenon holistically (Creswell, 2014). This qualitative study used group discussion to collect data of youth's perception on strategies to sustain the environment.

Purposive sampling was adopted for the qualitative phase of the study, as this method is most appropriate when respondents are specifically positioned to provide the information necessary to address the research question. A total of 90 youths from all over Malaysia aged between 20 to 24 years old participated in this study. All participants were students of Universiti Utara Malaysia who had recently engaged in a case study on environmental sustainability initiatives at the Datai Langkawi resort. The participants were divided into groups of five. All 18 groups were asked to answer the question as a group. The groups were given one hour to discuss the answer to the question "What can be done to solve environmental issues?". The broad and open-ended question resulted in the generation of diversified answers, which meet the purpose of a qualitative study.

The collected data were analysed using content analysis. Thematic content analysis is a method for identifying, analysing and reporting patterns within data. It organises and describes data set in detail. Besides, it offers flexibility and provides a rich, detailed and complex data (Clarke & Braun, 2013). Thematic content analysis for this study started with the familiarisation stage. To be familiar with the data, all the answer scripts were reviewed. In the second step, all the initial ideas were noted in the transcripts and every group's answer was summarised. Next, the main points were grouped under the same theme. The fourth step in the analysis was reviewing the themes.

The fifth stage was defining and naming the themes. The themes were read multiple times to ensure consistency. This is an on-going analysis to refine the specifics of each theme until a clear name and definition for each theme has been generated. This stage is known as data reduction. It requires focus, and includes discarding, sharpening and organising data until the final conclusions can be verified. Finally, the themes were interpreted and yielded which are "Governance for Environment Sustainability" (GES), "Education for Public Awareness" (EPA), "Acculturate Environment Friendly Practices" (AEFP) and "Involvement of All Stakeholders" (IAS). Some statements were coded with more than one theme.

Themes interpretation was structured to answer the research questions and produce a report of the analysis. Prior to confirmation of the interpretation, the co-researchers served as the second reader of the answer scripts and themes. A second reader is needed to validate the accuracy and consistency of the interpretation.

RESULTS

The four main themes namely, governance for environmental sustainability, education to enhance awareness, acculturation of environmentally friendly practices and involvement of all stakeholders are elaborated in this section and are written based on direct quotations from the youth responses.
The participants' responses to the main question of the study are summarised in Table 1.

Table 1

Summary of youth's feedback

Group No.	Summary of Youth's Feedback	Themes
G1	De-stocking (reducing the number of livestock in the ecosystem) Afforestation (planting trees in bare land) Reforestation (replanting trees in the presence of other trees)	AEFP, GES & IAS
	Practice green habits	AEFP
G2	Government enacts policies that promote environmental sustainability Enhance law enforcement	GES
G3	Enhance public awareness by sharing information Online & Face to face	EPA
G4	Energy-efficient upgrades	AEFP, IAS
G5	The use of modern technology such as air filters installed on vehicle exhausts and chimneys of industrial factories	AEFP, IAS
G6	Avoid using plastic cutlery for customers Go paper-free	AEFP
	Enhance customers' awareness	EPA
G7	Manage waste through recycling	AEFP & IAS
G8	Raise awareness among the community	EPA
	Strict laws and fines	GES
G9	Organise environmental campaigns in public places	EPA
G10	Volunteer to protect the wildlife from being extinct. Do not use toxic herbicides or pesticides Consume less products from companies that are known polluters	AEFP IAS
	Identify endangered species of flora and fauna	GES
G11	Appoint an ambassador of the environment to be an example to young people. Organise programmes that are appealing to youth	EPA
G12	Use social media to enhance awareness Use a more accessible and intriguing way for people to learn about climate change such as recommend books and movies.	EPA
	Contact elected officials who write and sign legislation that becomes law. Elect those who want to protect our planet.	GES
G13	Government, NGO's and companies can organise a campaign to promote environment sustainability Encourage individuals to always bring along recycle bags to reduce plastic usage.	EPA IAS AEFP
G14	Eliminate single-use plastics including plastic straws Reduce scrap material during production. Encourage students to bring their own tumbler and lunch box to the café. Community service responsibility such as to clean the garbage in the school environment.	AEFP IAS

	Empower education on awareness of the importance of caring for the environment.	GES, EPA
G15	Environment protection awareness directed at local youngsters and the general public	EPA
		IAS
	Bamboo or paper straws could be used instead of plastic straws	AEFP
	Reduce waste	
G16	Implement carrying capacity	GES
	Use SMART environment concept as an evaluation for conservation and sustainability towards environmental issues.	
	Educate local communities, tourists, and tourism operators about environment sustainability	EPA
		IAS
	Environment sustainability campaign through an online platform as it is easy to reach the audience	
G17	Replace disposable items with reusable	AEFP
	Conserve water and electricity	IAS
	Be environmentally friendly. Eg. Reduce plastic and paper waste	
G18	Instil love for the environment at an early age	EPA
	Focus on the youth, educate them about environment	IAS
	Enhance the law enforcement regarding the environment	GES
	Environmental vandalism and littering should be punished	

Note: GES (Governance for Environmental Sustainability), EPA (Education for Public Awareness), AEFP (Acculturate Environment Friendly Practices), IAS (Involvement of All Stakeholders)

Governance for Environmental Sustainability

One group relates environmental sustainability with politic. G12 stated "*Contact elected officials. Our elected officials have more authority than anyone else. After all, they write and sign legislation that becomes law. It's vital to ensure that we put people who want to protect our planet in the office*." This is consistent with G2 who highlights the need for the ruling government to enact policies that promote environmental sustainability and ensure strict law enforcement.

> *The government, as the country's primary implementing entity, must enact policies that promote environmental sustainability. For example, prohibiting the use of polystyrene and plastic will minimise waste and safeguard the environment, since it takes years to disintegrate and endangers marine life. Simultaneously, law enforcement should be enhanced. Weak enforcement will hinder efforts to achieve long-term success. Some people give bribes in order to avoid legal prosecution. The punishment should be proportionate to the offence of damaging and degrading the environment, such as the removal of company licences and the prohibition of related economic activity. (G2)*

G18 stated "*environmental vandalism and littering should be punished!*". In addition to law and enforcement, the youth also mentioned about the assessment of environmental sustainability status and empowering education on environmental sustainability at schools. G16 suggests assessing conservation and sustainability using SMART environment concept as an indicator, and implementation of tourism carrying capacity to minimise the negative impacts of tourism, while G10 suggests identifying endangered species of flora (all plant life) and fauna (all animal life) and protect wildlife from extinction. According to G14, schools should be empowered to educate and increase awareness on the importance of caring for the environment. This leads to the next theme.

Education for Public Awareness

According to the respondents of this study, education to enhance awareness should involve all generations with a particular focus on the youths. G14 stated, *"School plays an important role in educating students to always take care of the environment and avoiding from doing damage or destruction to nature. For example, updating textbooks by including environment sustainability and doing fieldwork can increase students' awareness of how to care for the environment."* This is in line with G18 who stated *"Instilling love for the environment should begin at an early age. The focus is on the youths. Let them experience the beauty of the natural environment and educate them about it."* In addition, G15 highlights the need to enhance the awareness of all generations. The group stated, *"Environment protection awareness can be directed not only at local youngsters but also at the general public."*

The participants suggested using various platforms to spread information about environmental conservation including social media such as Tik Tok, as well as movies, books and physical activities such as planting trees. Other activities suggested by the participants included community service initiatives related to environment sustainability such as cleaning the garbage within the school compounds, environmental sustainability campaign, and appointing environmental ambassadors. These activities were recommended to be engaging and appealing, with awareness efforts delivered through accessible mediums capable of reaching a broad audience.

G11 explained how appointing environmental ambassadors and using Tik Tok can be effective in spreading awareness amongst the youths by mentioning:

> *They want to be seen up to date. Select a subject that will pull their attention and make it a lot of fun for them to engage in any programmes linked to raising awareness about environmental sustainability…TikTok, has a potential to become viral by producing interesting contents that grab viewers' attention and keeping them engaged. The days of just simply repeating the message onto a static picture or billboard are long gone. Interesting contents can range from dancing while talking about the importance of environmental sustainability to singing while planting trees in your garden. If the content is good enough and goes viral, there are chances that the users might do the same and thus creating a new wave of environmental awareness among youths. By appointing an Environment Ambassador, we can attract more youths. An ambassador should be a well-known figure among youths, possess knowledge of environmental issues, and has a good reputation to serve as a role model to the youths. The Ambassador should actively engage with followers on social media. This can be helpful as the ambassador can answer questions regarding the environment, and at the same time spread useful knowledge to the followers. (G11)*

Acculturation of Environmental Friendly Practices

G18 suggests *"Instil love for the environment beginning at an early age."* The participants suggested a number of environmentally friendly practices that can become a culture when it has been practised since small. The practices mentioned include: replacing disposable items with reusable items such as bringing

a recycle bag, tumbler and lunch box from home, conserving water and electricity, energy-efficient upgrades, reducing waste, reducing plastic and paper usage, eliminating single use plastic, recycling waste, volunteering to protect the wildlife from becoming extinct, not using toxic herbicides or pesticides, consuming less products from companies that are known polluters, and using modern technology such as air filters installed on vehicle exhausts and chimneys of industrial factories.

G1 suggests de-stocking and practicing habits that are part of conservational efforts such as consuming less meat to avoid deforestation. The group stated the following:

> *De-stocking is the practise of lowering the number of animals in the ecosystem. These animals (animals for livestock) eat and digest grass and plants. When the number of animals in the environment increases there will be more soil erosion. Thus, lowering the number of cattle helps to maintain the environment because fewer cattle mean fewer grass and plants are digested. (G1)*

G1 also mentioned about air pollution and encourages walking, riding bicycle, and taking public transportation.

> *Cars are continually driven all over the world and are big polluters. Keep your vehicle in good condition to reduce the amount of carbon it emits into the atmosphere. As a stylish and cost-effective alternative, consider purchasing electric or hybrid automobiles instead of gas guzzlers. When possible, walk, ride a bike, or take public transportation. (G1)*

Involvement of All Stakeholders

Although none of the participants mentioned the word stakeholders, their feedback on how to sustain the environment implies the involvement of all stakeholders ranging from the government, non-government organisations, politicians, researchers, all generations especially the youth, the community, companies, consumers, tourism operators, tourists, farmers, manufacturers, and the media. Their diversified feedback to the open-ended question implies that everybody has a role to play to ensure the sustainability of flora and fauna. Specifically, G6 mentioned "customer" G13 mentioned "individual, government, NGO's and companies" G15 mentioned "local youngsters" and "general public", G16 mentioned "local communities, tourists and tourism operators" and G18 mentioned "early age" and "youths". In addition to the stakeholders specifically mentioned, the suggestions given by the participants also imply the involvement of various stakeholders.

DISCUSSION

The finding of this study is consistent with Dunlop et al. (2022) that highlights the importance of education and the government's role in creating policy. However, different from previous studies on environmental sustainability that focus on the youths, this study discovered youths' realisation of the crucial importance of electing those who care for the environment, and for the people's representative who becomes the member of parliament to enact policies that promote environmental sustainability. This is followed by the enhancement of strict law enforcement.

Another interesting suggestion by the respondents of this study is "de-stocking", which is defined as reducing the number of livestock especially cattle in the ecosystem. Livestock farming is bad for the environment because it contributes to climate change. Firstly, it contributes to soil erosion due to overgrazing when forests are turned into pasture or farm where the cattle, goats, lambs, pigs, and chicken are fed, grown and bred. Secondly, animals like cattle, goats and lambs produce and release strong greenhouse gases as they digest grasses and plants (Brown, 2019). Leading a sustainable lifestyle which includes reducing meat consumption will decrease the demand for livestock and thus, livestock farming, and deforestation can be reduced. To reduce the demand among the youths, consuming less meat or being vegetarian for environmental sustainability can be portrayed as cool and trendy by publicising the youth's idols with such pro-environmental behaviour.

Furthermore, the participants also mentioned environmental vandalism. Environmental vandalism is the deliberate destruction of the ecosystem. It is also known as environmental crime. Examples of environmental vandalisms are illegal wildlife trade, illegal logging, and illegal trade in hazardous waste. The trade of endangered species such as Malayan Tapir, Malayan Tiger and Orangutan for consumption in exotic restaurants are clearly illegal in Malaysia. Thus, it is crucial to ensure strict law enforcement towards the environmental criminals.

On the other hand, littering may seem light compared to environmental vandalism. However, as suggested by the participants of this study, it should be punished. This is consistent with Singh and Kaur (2022) who defined littering as an incorrect disposal of handheld waste in public places. It is a behaviour that results in pollution. They argued that littering is a serious issue in developing countries, and it requires continuous attention. Moreover, their study discovered that threat or punishment such as fines is less effective compared to social rewards such as pride in handling littering issues. In addition to law enforcement, the public can be encouraged to adopt anti-littering behaviors by emphasizing that living in a clean community can enhance social image.

Some of the suggestions given by the respondents in this study have been carried out by the Malaysian government and mentioned in previous studies (Abdul-Rahman, 2020; Loubser et al., 2014). As an example, the Malaysian government has introduced environmental education in schools since 1998 (Loubser et al., 2014). However, the environmental education through Science Nature Club or *Kelab Pencinta Alam* is not compulsory to all students. Students' involvement in the club is only 6% and this is understandable as the activities are not appealing to the youths (Abdul-Rahman, 2020). Therefore, it is beneficial to include environmental education in the school textbook. In addition, the Science Nature Club should conduct more interesting activities such as planting trees and watching movies with pro-environmental messages. The fun activities should be posted on social media to increase youths' participation. Unlike existing studies, this study also emphasized the importance of educating all generations, beginning at an early age, through the use of platforms such as TikTok and initiatives led by environmental ambassadors.

The implication of various stakeholders' involvement mentioned by the participants in this study is consistent with the educational framework for sustainability transformation by Kioupi and Voulvoulis (2019), and Dunlop's (2020) key educational priorities for environmental sustainability education. The studies have highlighted the roles of the government, the community including teachers and youths, and industry in ensuring that education on environmental sustainability contributes effectively to environmental conservation. Kioupi and Voulvoulis (2019) clearly stated that transformation towards sustainable development requires collective action, coordination of multiple stakeholders and long-term

planning of activities. To conclude the findings of study, a framework for achieving environmental sustainability from the perspectives of the youths has been developed and visualised in Figure 1.

Figure 1

Framework for achieving environmental sustainability from the perspective of youths
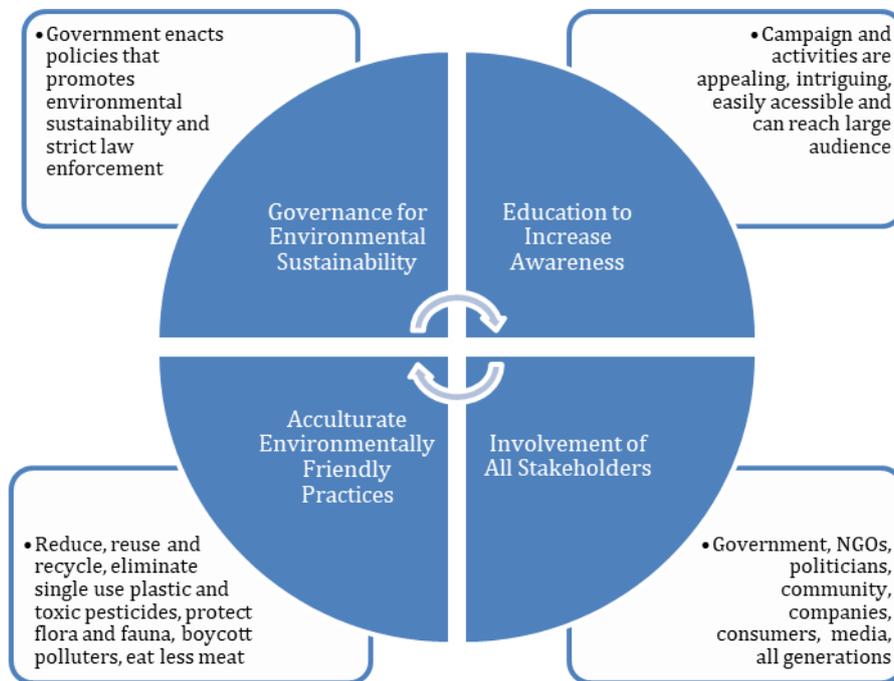
IMPLICATION AND CONCLUSION

In terms of the theoretical perspective, this study contributes to the literature by exploring youth's opinions of ways to sustain the environment. To the authors' knowledge, this is among the first studies in Malaysia to seek the youth's perspective which is deemed necessary in order to encourage and enhance their participation in environmental sustainability. This study discovered new findings in addition to providing support to the previous findings. Besides, it acknowledges youth's awareness on the importance of voting and how it may influence governance for sustainability.

This study also discovered the details of how to conduct environmental campaigns that are more appealing and influential, which included the suggestion to portray pro-environmental behaviour such as eating less meat to avoid from greenhouse gas emissions and deforestation as cool and trendy. These findings indicate that the Malaysian youths are ready to play the lead role in sustaining the environment. Future studies can use the information to enrich and refine their questionnaire. Academics can use the findings to form a questionnaire that measures youth's sustainability practices.

On the other hand, in terms of the practical perspective, the finding that education for environmental sustainability should begin early and include all generations indicates that parents need to play an active role and take all available opportunities to nurture love for the environment among their children. In

simpler words, education for environmental sustainability begins at home. Teachers and environmentalists of all generations may use the findings of this study to make their environmental sustainability activities and campaigns more appealing and effective. The politicians and government need to prioritise environmental sustainability and handle related issues seriously.

Nevertheless, this study has several limitations. First, this study does not focus on sustainable tourism. Second, the nature of this qualitative study does not allow for generalisation. Although a few of the youths in this study mentioned about law enactment and de-stocking, it does not indicate that all the youths share the same understanding. Third, while the study's findings provide insights into ways youth participation in environmental sustainability can be increased, the study did not directly seek the youths' perspectives on how their involvement could be enhanced. Therefore, future studies can focus on sustainable tourism and use mixed method to conduct a longitudinal study on the matter. The study can begin with a quantitative method to assess youth's level of environmental sustainability participation and then, use qualitative method to discover how their participation can be improved.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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