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Investigating the Role of Environmental Education on the Attitude and Perspective of Elementary School Students in Joveyn and Sabzevar Cities

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ABSTRACT

The aim of this study was to investigate the role of environmental education on the attitudes and perspectives of primary school students in Joven and Sabzevar. The current research is a qualitative research that has been carried out by comparative method and vector model as well as descriptive-analytical method.

Method: In this study, a standard researcher-made questionnaire on environmental attitudes was used. The statistical population is 467 people, which according to Krejcie and Morgan table, 120 people were selected by simple random sampling. Independent group t-test is used to test the hypotheses. All statistical operations were performed using SPSS20 software.

Findings and Conclusion: The results showed that; 1- Environmental education has an effect on the attitude and perspective of elementary students in Joven and Sabzevar. 2- The variables of environmental knowledge, environmental attitude, relationship with nature, age, sex, socio-economic status explain the environmental behavior of individuals. 3- The variables of environmental knowledge, environmental attitude, relationship with nature, age, sex, socio-economic status explain the behavior of "waste segregation" in individuals. 4. The variables of environmental knowledge, environmental attitude, relationship with nature, age, sex, socio-economic status explain the "consumption-saving" behavior of individuals. The results of the study show the predictive power of environmental knowledge on communication saving behavior 0.420, environmental attitude on consumption saving behavior 0.412, relationship with nature on communication saving behavior 0.403, age on communication saving behavior communication Has predicted 0.391, gender on communication saving behavior 0.262 and also socio-economic status on communication saving behavior has predicted 0.379.

Keywords: Environment, Elementary schools in Joven and Sabzevar, Waste segregation, Nature.

INTRODUCTION

You may approach environmental literacy from two different angles. First, the cognitive term is founded on the idea that knowledge of science is a requirement for intelligent conduct and action, as well as changes in behavior that are directly taught through knowledge of science and



skill. Environmental literacy, on the other hand, refers to the capability of using fundamental environmental science, concepts, and cognitive abilities to create operations around problems, particularly environmental problems, in daily actions. When it comes to ozone depletion, for instance, they view students as environmentally literate if they can define key terms, describe the connection between social systems, and evaluate historical applications like the Montreal Protocol in 1998. Finally, they should be able to measure individual behavior and its impact on ozone depletion. They should also be able to analyze the cultural and social aspects concerning recent applications and assess the economic, political, and philosophical effects of ozone depletion. The first step in improving the state of environmental education is to formulate instructional objectives. Modern educational objectives aid in education by preventing time and energy waste. Educational goals make it easier to assess the actions that were done (1).

The UNESCO declaration emphasizes that environmental education's ultimate objective is sustainable development. According to this perspective, UNESCO and the United Nations have designated the years 2005 to 2014 as the "decade of sustainable development" (2). To enable people of all ages to prepare for a sustainable future, education for sustainability is a comprehensive concept that encompasses all elements such as awareness of sustainable development challenges, active engagement in decision-making, expansion of knowledge, skills, ideas, and values (3). According to Moharramnejad (4), environmental awareness among people and involvement in societal preservation is necessary for the realization of sustainable development. To put it another way, environmental education for sustainability can be seen as a way to promote environmental literacy (5) and alter the way of life that people currently lead.

The general objectives of environmental education were acknowledged at the international conference in Belgrade in 1975 as strengthening people's abilities, knowledge, attitudes, and behaviors. For environmental protection activities to be carried out successfully, knowledge is regarded as being a crucial principle. Researchers have also taken into account human perceptions of the environment and their significance in foretelling historical environmental behavior. People won't see some aspects negatively if they do not think that they are responsible for the degradation of the environment. A person's attitude toward the environment is also influenced by his level of environmental knowledge. The research indicates that understanding environmental concerns and how to address them is one of the most important variables that distinguish two groups of individuals who engage in environmental activities from others who are less interested in them (8). Because of this, knowledge influences attitudes, which in turn influences behavior and involvement in environmental issues. In addition to the broad objectives of environmental education, Blatt (9) lists the development of students' critical thinking abilities. According to him, environmental concerns should be examined critically and emotionally addressed, and the overall objectives of environmental education should be increased above those of the Belgrade Declaration (7).

Iran is currently threatened by several environmental crises, including the drying up of some rivers, air pollution, groundwater pollution, and fine dust. To choose and carry out environmental protection actions and lessen existing environmental problems, environmental education goals that are in line with the local, regional, and global situations of the nation are extremely important. Reforming and improving the goals of environmental education and associated activities in Iran is a crucial issue in this respect (10). It is a combination of positive



or negative emotions around aspects of the physical environment or problems connected to it. We should be able to predict a person's conduct by looking at their attitudes. Western thought is characterized by the belief that a person's attitudes dictate his conduct, and this premise is often accurate. However, research demonstrates that the connection between attitude and conduct is more nuanced than previously believed. According to Lapierre's renowned study from the 1930s (11), numerous elements other than attitudes are responsible for behavior, and these other variables also have an impact on the interaction between attitude and conduct. We frequently have to behave in ways that are inconsistent with our sentiments or beliefs, which is one of the distinguishing characteristics of this paradigm. The same thing might happen when there is peer pressure.

As a general rule, attitudes can be the best indicators of behavior based on the following variables:

- a) Be persistent and consistent.
- b) Attitudes that have a unique connection to conduct.
- c) Direct experience-based attitudes are better at predicting behavior than those that have developed as a result of reading and hearing about a subject.
- d) Awareness: Evidence suggests that people who are more conscious of their attitudes display greater integration of their attitudes and behaviors.

Method: statistical population, sample, and sampling method

The cities of Sabzevar and Joveyn were the sites of this study. The statistical population of the study is comprised of pupils attending elementary schools in the cities of Joveyn (5th and 6th-grade boys and girls at Haj Ali Akbar Kalate Agha Mohammadi School) and Sabzevar (6th-grade females at Kashfi 1 School) respectively. There were 166 Joveyn pupils and 301 Sabzevar students. These 120 pupils were divided into 60 Sabzevar and 60 Joveyn students. The research's time frame is from the start of 2017 to the end of 2017, a year. Joveyn School had six distinct courses, whereas Sabzevar School had sixteen. The data's normality was examined using the Kolmogorov-Smirnov test, and the hypotheses were examined using the t-test for independent groups. Software called SPSS20 will be used for all statistical tasks. The main variable is the student's level of environmental education, while the secondary variables are how environmental education affects students' attitudes and perspectives. The following actions were done to acquaint pupils with the setting by providing a training course in the classrooms:

1. By defining health interfaces for every class, we were able to enlist the aid of the students in resolving health-related difficulties. These situations included those involving personal and environmental health, which health liaisons attempted to teach by, on the one hand, admonishing and assisting disobedient pupils, and, on the other hand, instructors by discussing and educating about the environment. These examples included looking at each student's health, the health under their table and feet, and even how they handled the garbage that they and their classmates created, which was handled proportionately.

- 2 Although teaching about personal cleanliness and its importance of it in primary school is essential, pupils should also be aware of environmental concerns. Sometimes a child's education may make a difference for him, his family, and the people around him in a way that hours of instruction just cannot. Therefore, we decided to make the most of this opportunity and raise concerns among our pupils about environmental issues to change their lack of awareness of their surroundings. Then, we educated the class on air pollutants and their negative impacts. We



requested to view their gas bill, for instance. How much would this charge set the family back? What can be done with the money saved after it has been decreased, and how?

3. The students' investigation of cost-effective methods, such as dressing loosely enough and avoiding unnecessary door and window closings, produced fascinating findings. Finally, we encouraged them to consider and examine the environmental costs associated with utilizing fossil fuels such as home gas, gasoline, etc., which are utilized by the majority of households. They looked into this matter as thoroughly as they could and concluded that fossil fuels play a significant role in the production of air pollution. They also concluded that reducing fossil fuel usage is required to address the issue of air pollution.

4- In the following phase, we informed people about a different cultural issue, namely, the disposal of rubbish by individuals in public areas such as the street and nature. We instructed the pupils to dispose of their waste properly because each of us is accountable for it. We induced thought and conclusion-making in the pupils by relating tales and recollections. After much discussion, they revealed their findings to the group.

Tools

Standard researcher-made environmental attitude questionnaire (12)

Environmental attitude: It refers to a person's attitudes, emotions, beliefs, and judgments about a certain environmental phenomenon or life experience. Depending on the mindset, the ecosystem may be destroyed or the wild environment, native plants and animals, and natural resources protected (13, 12).

This questionnaire consists of 25 questions, test questions for before and after the educational class, 16 questions (expressing the index of the student's learning and understanding of the educational class), and 16 questions (expressing the index of the student's behavior and satisfaction with the educational class).

Scoring of the questionnaire: The current survey uses a five-point Likert scale, where I strongly agree receives a score of 4, I agree gets a 3, I don't know gets a 2, I disagree gets a 1, and I strongly disagree gets a 0. Glatly and Irwinel (14) stated that this questionnaire's validity was 0.76. When Ajei and his colleagues (15) translated this questionnaire, they found that the conscientiousness component in the BFI's list of the five key personality traits had a Cronbach's alpha of 0.72 in the Iranian group. An alpha of 0.7 was also observed by (12, 13). Cronbach's alpha coefficient is often used in many scientific fields, particularly in the human and medical sciences, to assess the validity of various attitude-measuring instruments, educational assessments, and knowledge evaluations. However, the current study has been prepared based on this form of Cronbach's alpha coefficient application since the assessment of attitudes has taken up a sizable portion of social studies and particularly surveys. This coefficient has reportedly been employed by several researchers in the field of social studies to create a trustworthy instrument, according to the evaluation of some of the most significant attitude-measuring tools. Lee J. Cronbach was referenced in scholarly journals on average 131 times each year after developing Cronbach's alpha coefficient.

Findings:

Descriptive and inferential statistical analyses are included in this chapter and will be discussed sequentially. The samples will first be characterized using descriptive statistics, which comprise



central and dispersion indicators like frequency %, graphs, and tables, once data and information have been gathered.

Table 1- Frequency of gender

Gender	Frequency	Percentage
Female	60	50
Male	60	50
Total	120	100

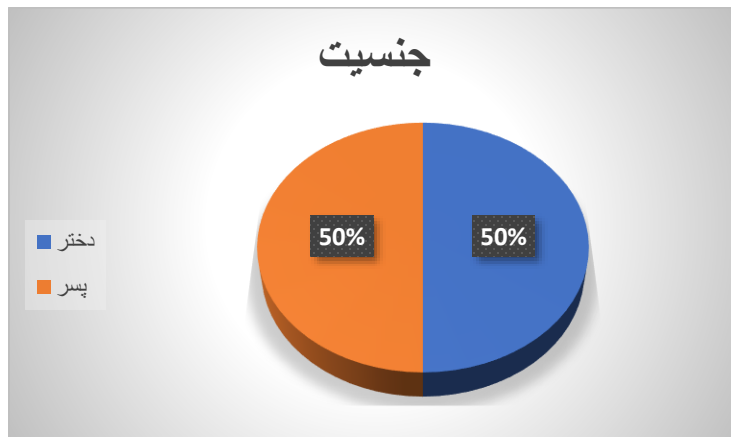


Chart 1- Frequency percentage of gender

According to Table 1's depiction of the respondents' gender, there are 60 individuals, or 50% girls, and 60 people, or 50% boys. The preceding graphic effectively illustrates this problem. The students range in age from 11 to 12 years old.

Hypothesis one: environmental education affects the attitude and perspective of primary school students in Joveyn and Sabzevar cities. The students' attitudes and opinions in the two communities of Joveyn and Sabzevar are compared using an independent t-test. When comparing the average between two groups of individuals that are distinct from one another and are divided into groups 1 and 2, we use the independent t-test. With this approach, it is attempted to distinguish between two groups.

Table 2- Descriptive statistics result of T-test (source: research findings)

Variable	Group	Mean	SD
Attitude and perspective	Sabzevar	180	56.2
	Joveyn	166	48.4

Table 3- The result of the T-test for investigating environmental education on the attitude and perspective of elementary school students in Joveyn and Sabzevar cities (source: research findings)

	Lyon's test to determine the equality of variances		T-test for equality of means					
				Degree of			Standard error	95% confidence



	F score	Significance	T score	freedom	Significance (reciprocal)	Mean difference	difference	interval of the difference	
								Lower	higher
Attitude and perspective variances equality test	12.28	0.06	5.09	197	0.03	14	3.63	17.86	0.23
Attitude and perspective variances inequality test			7.09	195.63	0.03	14	3.98	21.71	0.61

The significant value in Levin's test is more than 0.05, as can be seen in the preceding table, which validates the equality of variances presumption and allows for analysis of the top row of the table. We can see from the descriptive table above that there is a significant difference between the two cities when the significance threshold is 0.02 and less than alpha 0.05. The average of Sabzevar city is greater than that of Joveyn city in the variable of attitude and viewpoint.

Hypothesis two: the variables of environmental knowledge, environmental attitude, and connection with nature, age, gender, and economic-social status explain people's environmental behavior.

The second hypothesis asks whether age, gender, economic-social position, connection with nature, environmental knowledge, environmental attitude, and environmental behavior are significantly correlated with one another and with people's conduct in the environment. This claim is transformed into two statistical hypotheses, H_1 (claim) and H_0 , to be tested (contrary to the claim). We shall first look at the existing scenario.

H_0 : There is no significant relationship between the variables of environmental knowledge, environmental attitude, and connection with nature, age, gender, and socio-economic status explaining people's environmental behavior.

H_1 : There is a significant relationship between the variables of environmental knowledge, environmental attitude, and connection with nature, age, gender, and socio-economic status explaining people's environmental behavior.

Table 4- The results of the Pearson correlation test for the second hypothesis (source: research findings)

Model	Coefficient of determination	Coefficient of determination	Correlation	SD

Pearson correlation coefficient	0.746	0.564	0.593	14.164
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Table 5- The results of Fisher's test for the second hypothesis (source: research findings)

Model	Total squares	Degree of freedom	Mean squares	Fisher	Significance level
The number of changes in the dependent variable is explained by the independent variable.	10428.032	2	2085.606	10.395	0.000
The number of changes in the dependent variable was not explained by the independent variable.	41930.852	197	300.626		
Total	52358.884	199			

Table 6- Table of the results of the standard test (source: research findings)

Significance level	t	Standardized coefficient	Non-standardized coefficient		Model
			The standard error	B	
0.000	10.738		9.079	97.495	(Fixed)
0.000	0.951	0.250	0.057	0/484	Environmental knowledge
0.005	2.838	0.179	0.205	0.502	Environmental attitude
0.000	1.225	0.234	0.068	0.439	Connection with nature
0.003	0.869	0.124	0.139	0.396	Age
0.000	2.411	0.321	1.02	0.309	Gender
0.000	0.914	0.214	0.502	0.431	Economic-social situation

The correlation coefficient is 0.766 in the Pearson tables above, demonstrating a significant association between the variables, and the significance level of 0.000 denotes the importance of the Pearson model. Environmental knowledge's standard coefficient for predicting ability is 0.484, environmental attitude's standard coefficient for predicting ability is 0.502, connection to nature's standard coefficient for predicting ability is 0.439, age's standard coefficient for



predicting ability is 0.396, gender's standard coefficient for predicting ability is 0.309, and socioeconomic status's standard coefficient for predicting ability is 0.431. As can be shown, the environmental attitude has greater predictive power than other variables.

Hypothesis three: the variables of environmental knowledge, environmental attitude, and connection with nature, age, gender, and economic-social status explain the behavior of "garbage separation" in people.

The third hypothesis examines if there is a relationship between the variables of environmental awareness, environmental attitude, and connection with nature, age, gender, and economic-social position that significantly impacts how individuals behave while separating their garbage. H_1 (the claim) and H_0 (the alternative to the claim) are transformed into statistical hypotheses to evaluate this hypothesis. We'll start by looking at the existing scenario.

H_0 There is no significant relationship between the variables of environmental knowledge, environmental attitude, and connection with nature, age, gender, and economic-social status explaining people's waste separation behavior.

H_1 : There is a significant relationship between the variables of environmental knowledge, environmental attitude, and connection with nature, age, gender, and economic-social status explaining people's waste separation behavior.

Table 7- The results of the Pearson correlation test for the third hypothesis (source: research findings)

Model	Determination of coefficient	Adjusted determination of coefficient	Correlation	SD
Pearson correlation test	0.609	0.486	0.497	14.64

Table 8- The results of Fisher's test for the third hypothesis (source: research findings)

Model	Total squares	Degree of freedom	Mean squares	Fisher	Significance level
The number of changes in the dependent variable is explained by the independent variable.	10428.032	2	2085.606	10.395	0.000
The number of changes in the dependent variable was not explained by the independent variable.	41930.852	197	200.626		
Total	52358.884	199			

Table 9- The results of the standard test (source: research findings)

Model	Non-standardized coefficient		standardized coefficient	t	Significance level
	B	Standard error			
(Fixed)	87.541	12.279		13.744	0.000
Environmental knowledge	0.433	0.227	0.222	0.745	0.000
Environmental attitude	0.396	0.125	0.146	1.548	0.000
Connection with nature	0.374	0.128	0.206	1.143	0.000
Age	0.256	0.069	0.133	0.791	0.000
Gender	0.255	0.61	0.100	2.213	0.000
Economic-social situation	0.332	0.492	0.234	0.649	0.000

The correlation coefficient, which is 0.609 and displays a strong association between the variables as shown in the aforementioned Pearson tables, as well as the significance level of 0.000, both point to the relevance of the Pearson model. Environmental knowledge has a standard coefficient of prediction power of 0.433, the environmental attitude has a standard coefficient of prediction power of 0.396, connection to nature has a standard coefficient of prediction power of 0.374, age has a standard coefficient of prediction power of 0.256, gender has a standard coefficient of prediction power of 0.255, and socioeconomic status has a standard coefficient of prediction power of 0.332 on waste separation behavior. As can be shown, environmental information has more predictive potential than other variables.

Hypothesis four- the variables of environmental knowledge, environmental attitude, connection with nature, age, gender, and economic-social status explain people's "consumption-saving" behavior.

The question of whether there is a correlation between the variables of environmental knowledge, environmental attitude, connection with nature, age, gender, and economic-social position, and people's consumption-saving behavior is addressed in the fourth hypothesis. This claim is transformed into two statistical hypotheses, H₁ (claim) and H₀, to be tested (contrary to the claim). We'll start by looking at the existing scenario.

H₀: There is no significant relationship between the variables of environmental knowledge, environmental attitude, and connection with nature, age, gender, and economic-social status explaining people's consumption-saving behavior.

H₁: There is a significant relationship between the variables of environmental knowledge, environmental attitude, and connection with nature, age, gender, and economic-social status explaining people's consumption-saving behavior.

Table 10- The results of the Pearson correlation test for the fourth hypothesis (source: research findings)

Model	Coefficient of determination	Coefficient of determination	of Correlation	SD
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Pearson correlation test	0.677	0.493	0.475	9.772
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Table 11- The results of Fisher's test for the fourth hypothesis (source: research findings)

Model	Total squares	Degree of freedom	Mean squares	Fisher	Significance level
The number of changes in the dependent variable is explained by the independent variable.	10428.032	2	2085.606	10.395	0.000
The number of changes in the dependent variable was not explained by the independent variable.	41930.852	197	200.626		
Total	52358.884	199			

Table 12- The results of the standard test (source: research findings)

Model	Non-standardized coefficient		standardized coefficient	t	Significance level
	B	Standard error			
(Fixed)	87.541	12.279		13.744	0.000
Environmental knowledge	0.420	0.192	0.222	2.316	0.000
Environmental attitude	0.412	0.091	0.146	1.043	0.000
Connection with nature	0.403	0.085	0.206	1.643	0.000
Age	0.391	0.055	0.133	0.826	0.000
Gender	0.262	0.121	0.100	1.213	0.000
Economic-social situation	0.379	0.382	0.234	0.553	0.000

The correlation coefficient, which is 0.677 and suggests a strong association between the variables as shown in the aforementioned Pearson tables, as well as the significance level of 0.000, both point to the importance of the Pearson model. The standard coefficient of the prediction power of environmental knowledge on consumption saving behavior is 0.420, environmental attitude on consumption saving behavior is 0.412, connection with nature on consumption saving behavior is 0.403, age is on consumption saving behavior 0.391, gender predicted 0.262 on communication-saving behavior, and socioeconomic status predicted 0.379 on communication-saving behavior. As can be seen, the predictive power of environmental knowledge is greater than other variables. The standard coefficient of the prediction power of

environmental knowledge on consumption saving behavior is 0.420, environmental attitude on consumption saving behavior is 0.412, connection with nature on consumption saving behavior is 0.403, age is on consumption saving behavior 0.391, gender predicted 0.262 on communication-saving behavior, and socioeconomic status predicted 0.379 on communication-saving behavior. As shown, the predictive power of environmental knowledge is greater than other variables.

Discussion:

This research includes four hypotheses, which were tested using Pearson's test and Pearson's correlation.

Hypothesis one: environmental education affects the attitude and perspective of primary school students in Joveyn and Sabzevar cities.

Tables (2 and 3) show that the significant number in Levin's test is more than 0.05, confirming the equality of variances assumption and allowing for analysis of the top row of the table. According to the descriptive table above, there is a significant difference between the two cities when the significance level is 0.02 and less than alpha 0.05, and Sabzevar city's mean environmental education has a greater impact on primary school students' attitudes and perspectives than Joveyn city.

Hypothesis two: the variables of environmental knowledge, environmental attitude, and connection with nature, age, gender, and economic-social status explain people's environmental behavior.

The second hypothesis examines the question of whether there is a relationship between socioeconomic position, age, gender, environmental knowledge, attitude, and interaction with nature that significantly explains people's environmental behavior. The correlation coefficient, which is 0.766 and demonstrates a strong relationship between the variables, is shown in the Pearson tables (4, 5, and 6), and the significance level of 0.000 denotes the importance of the Pearson model. In addition, the standard coefficient of predicting the power of environmental knowledge on environmental behavior is 0.484, environmental attitude on environmental behavior is 0.502, connection with nature on environmental behavior is 0.439, age on environmental behavior is 0.396, gender on environmental behavior has predicted communication by 0.309 and also socio-economic status on communication environmental behavior by 431. As can be shown, the environmental attitude has greater predictive power than other factors. As a result, there is a significant difference between the two cities. Looking at the descriptive table, we can see that the variables that explain environmental behavior in Sabzevar city are greater than those that do in Joveyn city. These variables include environmental knowledge, environmental attitude, and connection with nature, age, gender, and economic-social status.

Hypothesis three- the variables of environmental knowledge, environmental attitude, connection with nature, age, gender, and economic-social status explain the behavior of "garbage separation" in people.

The third hypothesis asks whether there is a connection between the factors of environmental knowledge, environmental attitude, and connection with nature, age, gender, and economic-social position and how that relates to people's waste separation behavior. The correlation coefficient, which is 0.609 and demonstrates a strong relationship between the variables, is shown in the Pearson tables (7, 8, and 9), and the significance level of 0.000 denotes the



importance of the Pearson model. The standard coefficient of prediction power of environmental knowledge on waste separation behavior is 0.433, environmental attitude on waste separation behavior is 0.396, connection with nature on waste separation behavior is 0.374, age on waste separation behavior is 0.256, gender has predicted a relationship of 0.255 on waste separation behavior and socio-economic status has predicted a relationship of 0.332 on waste separation behavior. As can be shown, environmental information has greater predictive potential than other factors. As a result, there is a significant difference between the two cities. Looking at the descriptive table, we can see that Sabzevar city's "garbage separation" behavior is better explained than Joveyn city by factors such as environmental knowledge, environmental attitude, relationship with nature, age, gender, and economic-social status.

Hypothesis four: the variables of environmental knowledge, environmental attitude, and connection with nature, age, gender, and economic-social status explain people's "consumption-saving" behavior.

The question of whether there is a correlation between the factors of environmental knowledge, environmental attitude, relationship with nature, age, gender, and socioeconomic position, and people's consumption-saving behavior is addressed in the fourth hypothesis. As can be seen in the Pearson tables (10, 11), there is a strong correlation between the variables, as shown by the correlation coefficient of 0.677, and the Pearson model is significant, as indicated by the significance level of 0.000. The standard coefficient of the prediction power of environmental knowledge on consumption saving behavior is 0.420, environmental attitude on consumption saving behavior is 0.412, connection with nature on consumption saving behavior is 0.403, age is on consumption saving behavior 0.391, gender predicted 0.262 on communication-saving behavior, and socioeconomic status predicted 0.379 on communication-saving behavior. As can be shown, environmental information has greater predictive potential than other factors. As a result, there is a significant difference between the two cities. Looking at the descriptive table, we can see that the variables that explain the consumption-saving behavior of Sabzevar city are greater than those that do so for Joveyn city. These variables include environmental knowledge, environmental attitude, and connection to nature, age, gender, and economic-social status.

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