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ENVIRONMENTAL EDUCATION AT BASIC AND PRIMARY SCHOOLS IN TRIPOLI–LIBYA

MASTER THESIS

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This study by the Environmental Education and Management Department of the jury are considered as Master's Thesis.

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ABSTRACT

ENVIRONMENTAL EDUCATION AT BASIC AND PRIMARY SCHOOLS IN TRIPOLI–LIBYA

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Master Degree, Environmental Education and Management

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This research studies the environmental attitudes and behaviors of Libyan students studying in the basic and primary Schools in Libya. The main purpose of this thesis is to analyze how environmental education at basic and primary schools in Libya and what effect it has on pupils. Additionally, thesis aims to describe environmental education relevance to our society and confronting challenges it has to deal with.

The study aims to get information about the relationship between these attitudes and behaviors of the students and the classes they study in, and to make a general evaluation about efficiency and effectiveness of the environmental education in Libya. The participants are 400 Libyan students studying in basic and primary schools in the 2016 academic year. This study, in which quantitative research method and relational screening model were used, was done by getting answers from the students to questions of the survey, which was used as a tool for collecting information.

While gathering the data, environmental knowledge test, survey of attitude and behavior were used. The data obtained from the results of the survey were evaluated by using SPSS 20 program. Frequencies and percentages were utilized while analyzing the efficiency of Libyan students' environmental education.

As a result, it has been noted that students are not as aware of environmental issues as they should have been expected. Of course, the identification and elimination of environmental problems is possible only if they are recognized. However it is unlikely that individuals who are unaware of the problems are expected

them to be sensitive to these problems and change their behavior to avoid the course of in conveniences From this point of view, it is considered that determining and increasing the level of awareness of the individuals about environment as a whole is one of the preconditions for coping with environmental problems.

Keywords: Attitude, Behavior Environment, Environmental Education, Environmental Protection.

ÖZET

TRİPOLİ–LİBYA'DA TEMEL VE İLKÖĞRETİM OKULLARINDA ÇEVRE EĞİTİMİ

Isam Fathi LAAMA

Yüksek Lisans, Çevre Eğitimi ve Yönetimi Anabilim Dalı

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Bu araştırma, Libya'da bulunan temel ve ilköğretim okullarında okuyan Libyalı öğrencilerin çevreye karşı sergiledikleri tutum ve davranışlarını incelemektedir. Bu tezin temel amacı, Libya'daki temel ve ilköğretim okullarında çevre eğitimi ne düzeyde olduğunu ve çocuklar üzerindeki etkisini incelemektir. Buna ek olarak bu tez, toplumumuz ile alakalı çevre eğitimini tanımlamayı ve karşılaşılan zorlukları ele almayı amaçlamıştır.

Bu çalışmanın amacı, öğrencilerin tutum ve davranışları ile okudukları sınıflar arasındaki ilişki hakkında bilgi vermek ve Libya'daki çevre eğitiminin etkililiği ve yeterliliği hakkında genel bir değerlendirme yapmaktır. Araştırmaya, 2016 eğitim-öğretim yılında temel ve ilköğretim okullarında okuyan 400 Libyalı öğrenci katılmıştır. Nicel araştırma yöntemi ve ilişkisel tarama modeli kullanılan araştırma, öğrencilerden veri toplamada araç olarak kullanılan araştırma sorularına cevaplar alınarak gerçekleştirilen yöntem kullanılarak gerçekleştirilmiştir.

Veri toplamada çevresel bilgi testi ile tutum ve davranış anketi kullanılmıştır. Anketten elde edilen bilgiler, SPSS 20 programı kullanılarak değerlendirilmiştir. Libyalı öğrencilerin çevre eğitimi etkililiğinin analizinde frekanslar ve yüzdeler kullanılmıştır.

Sonuç olarak, öğrencilerin çevre ile ilgili konularda beklendiği kadar farkındalık sahibi olmadıkları belirlenmiştir. Elbette ki çevre sorunlarının tanımlanması ve giderilmesi ancak onların farkına varması ile mümkün olmaktadır. Çünkü sorunların farkında olmayan bireylerden bu sorunlara karşı duyarlı olmasını beklemek ve sorunlara neden olabilecek davranışlarını değiştirmesini istemek olası

değildir. Bu açıdan bireylerin çevre ve çevre sorunlarına yönelik farkındalık düzeylerinin belirlenmesi ve arttırılmasının çevre sorunları ile başa çıkmanın ön şartlarından biri olduğu düşünülmektedir.

Anahtar Kelimeler: Çevre, Çevre Eğitimi, Çevre Koruma, Çevresel Tutum, Çevresel Davranış.

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ABBREVIATIONS

WHO: World Health Organization

UNESCO: United Nations Educational, Scientifi and Cultural Organization

UNEP: United Nations Environment Programme

UNDP: United Nations Development Programme

IEEP: International Environmental Education Program

MEF: Ministry of Environment and Forestry

NEM: National Education Ministry

N: Number Of People

(%): Percentage

TERMINOLOGY

ENVIRONMENT: Environment is the whole of the physical, chemical and biological factors which have effect on the lives of living beings in a definite habitat. Briefly, all the factors, affecting the lives of living beings, are their environment (Yücel, 2006).

ENVIRONMENTAL EDUCATION: is a process of developing a world population that is aware of and concerned about the total environment and its associated problems, and which has the knowledge, skills, attitudes, motivations and commitment to work individually and collectively toward solutions of current problems and the prevention of new ones. (Athman and Monroe, 2000).

ENVIRONMENTAL KNOWLEDGE: Knowledge is defined as "Intellectual outcome" or "something learned" which is obtained by thinking, judging, reasoning, reading, observing and experimenting (Balay, 2004).

ENVIRONMENTAL ATTITUDE: Attitude is a way of behavior an individual presents in different ways in any situation he/she confronts (Gezer ve Erol, 2006).

ENVIRONMENTAL BEHAVIOR: Environmental behavior is the concrete indicator of an individual's environmental knowledge, attitude and skill, and his/her active participation in the activities which could contribute to solve environmental problems (Kışalıoğlu et al., 2010).

ENVIRONMENTAL PROBLEMS: It is a broader concept when compared to the concept of environmental pollution. Thus environmental problems are discussed as deterioration, contamination, living behavior and ways of the life which constitute negative factors (Erten, 2006).

ENVIRONMENTAL POLLUTION: All activities of the environmental changes that affect people in a negative way or incorrect use of our resources in the wrong place, In other words, modern people's ecosystem is defined as a force which cannot be considered ecologically (Erten, 2000).

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CHAPTER I
INTRODUCTION

Environment is the total of water, air, sound and land interrelationships furthermore with the individual, other living creatures and property. It incorporates physical, natural, social, social and practical components which constitute the surroundings of individual, who is both the maker and disintegrate of the earth (Pillai, 2012).

Human beings from their 35 start of life dependably have been attempted to get profits by nature to accommodate their requirements, and environment has been utilized to enhance their personal satisfaction. As a result of over employments of regular assets the characteristic parity has been separated and in this manner significant issue happened, which called ecological issues. Those issues have increased universal degree as a consequence of mechanical advancement and industrialization that has been accomplished in the late decades (Gulgan et al., 2008).

To energize significant open support and environment, it is important to make mindfulness about environment contamination and related unfriendly impacts. Any Government at its own particular level can't accomplish the objective of environment preservation, until general society has a participatory part in it. Hence, there is an incredible need to ensure and safeguard our surroundings by expanding the level of mindfulness among general society and in addition the understudies, who are the eventual fate of a country. The part of understudies would go far in accomplishing such wanted objectives. So as to speedier their mindfulness towards environment, it is important to recognize what levels of mindfulness they have in these zones. For raising open mindfulness and upgrading the defensive states of mind towards the ecological issue, natural training is a standout amongst the best system or part. In the event that the people groups' observation, learning, mindfulness and demeanor toward ecological issues are high, it implies that the general population's natural proficiency rate is likewise high. Expanding ecological proficiency will prompt an adjustment in conduct or activity. Deciding, what individuals think about the earth, how they feel about it, and what moves they make that may help or mischief nature is required to building up the supportability of a group and to ensure the earth.

Ecological instruction rate will be high when individuals' origination, learning, cognizance and conduct toward natural issues will be high. About environment, legitimate information for keeping up the earth, activities of the people groups about environment (Thapa, 2001., Stapp, 1969).

Ecological instruction is gone for delivering a citizenry that is educated concerning the biophysical environment and its related issues, to mindful of how to assistance to take care of these issues and to persuade to work towards their answer (Kumar, 2011).

The 1972 Stockholm meeting may have set the phase for more noteworthy attention to the need to progress Environmental Education globally however two consequent gatherings still stand today as the fundamental occasions for Environmental Education on the world stage. The International Workshop on Environmental Education, held in Belgrade, Yugoslavia in October of 1975 brought about what got to be distinctly known as The Belgrade Charter. The Belgrade Charter based on the structure of Stockholm and depicted the objectives, goals, crowds, and managing standards of Environmental Education and proposed what has turned into the most broadly acknowledged meaning of , Environmental instruction is a procedure went for building up a total populace that knows about and worried about the aggregate environment and its related issues, and which has the learning, mentalities, inspirations, duties, and abilities to work separately and all things considered toward arrangements of current issues and the avoidance of new ones.(UNESCO-UNEP 1976, p. 2) But the authoritative codification of Environmental Education as a global venture at last left the world's first Intergovernmental Conference on Environmental Education held in Tbilisi, Georgia, USSR in October of 1977. The report now known as The Tbilisi Declaration was figured amid this meeting and in many quarters remains the complete explanation on, what is Environmental Education and what should be. To these objectives give the establishment to quite a bit of what has been done in the field since 1978: To cultivate clear attention to, and worry about, financial, social, political and biological relationship in urban and rustic regions;

To furnish each individual with chances to secure the information, values, mentalities, responsibility and abilities expected to ensure and enhance the earth;

To make new examples of conduct of people, gatherings and society in general towards the earth (UNESCO 1978, p. 26) But while Environmental Education was picking up force universally, the same couldn't be said of Environmental Education back here in the USA (Bora,2010).

1.1. Problem

How environmental education is conceived integrated and applied into Libya basic and primary school system?

1.1.1. Sub problem

1. Is there any significant relationship between basic and primary school students' for attitudes and behavior levels?
2. Is there any significant relationship between school students' attitudes and behavior levels in their grade?
3. Is there any significant relationship between school students' attitudes and behavior levels in their age?
4. Is there any significant relationship between school students' attitudes and behavior levels in their gender?
5. Is there any significant relationship between primary school students' for attitudes and behavior levels to save environment?

1.2. Aim of The Research

The main purpose of this thesis is to analyze how environmental education at basic and primary schools in Libya and what effect it has on pupils. Additionally, thesis aims to describe environmental education relevance to our society and confronting challenges it has to deal with.

As mentioned above, the interest in this topic and country emerged for the fact that up to now hardly any research has been made on environmental education in basic and primary schools for this particularly country.

Under these circumstances, based on a fieldwork, this thesis attempts to deepen the current knowledge of environmental education in Libya.

The information gathered in this paper might be useful to scholars interested in similar research, especially because there are very few papers written in English about environmental education in Libya.

1.3.The Importance of the Study

After scanning the literature carried out in this research, it was understood that such kind of research has not ever been conducted, and it has been thought that this research would be a model for other researchers. It was believed that it would be helpful to know about Knowledge, Attitude and Behavior of the students in basic and primary schools to increase that students' for this subject. Since the world we live in will be harmed less and its lifespan healthily will be longer in the event that we raise more mindful eras up, the significance of ecological training has re-developed. Ecological training has awesome significance in making ready required for tackling the natural issues. In this manner, Environmental instruction is a procedure which raises the determination qualities and abilities on making on move to take care of the ecological issues and in addition to add to raise the people's mindfulness learning (Gezer, 2006).

The majority of the ecological issues happen on account of untrustworthy natural practices. Arguably, the most vital component influencing the practices is the state of mind (Bradley vd, 1999).The relatives living in regular habitat have incredible impact on taking in the natural, social and social thoughts. In addition, learning by the method for this impacts might be negative to the point that can't be remedied by formal training.

1.4. Assumptions

2. The knowledge given by the students, participated in this research from basic and primary schools in Libya express their awareness of the environmental education.

3. It is approved that qualifications of the study group chosen for this research are appropriate.

4. The answer of this questions was participants by candidly.

5. Lack of environmental awareness among students reflect negatively on their actions and their behavior towards the environment.

6. It has believed that the data obtained by going through the related literature is sufficient.

1.5.Limitations

This research was conducted in the limits mentioned below:

- This research is limited to the basic and primary schools students who were studying in Libya.
- It was limited to 400 students who were studying in Libya.
- The resources used in this research are restricted.

1.6.Definitions

- Environment is a biological, physical, socio-cultural and legal setting where human in regard of individual, community in the regard of pluralistic and all the people in regard of global, live together with other creatures (Gökçekuş, 2009).

- Environmental concerns are the problems related to obstacles which make it difficult or impossible to meet life- related necessities. Those obstacles are called "environmental pollution" (Ministry of Environment, 2000).

- Education about the environment should involve all parts of the community for awareness, and behavioral change about the environment. The main aim of the education about environment is to help individuals, who receive education, become citizens who have knowledge, ability and values which could provide and encourage to display responsible behavior towards the environment (Devlet Planlama Teşkilatı, 2001).

- Humans and the environment are always in interaction with each other. Thus, most of the environmental problems are caused by the behaviors of the humans who are insensible about the environment (Kıyıcı et al., 2005).

- The environmental problems are all the factors which cause hitches in the way of living and behaviors (Erten, 2004).

- The term environmental awareness has many areas of usages but it mostly takes place in politics at present. Environmental awareness implies, as most of the scientists emphasize, environmental knowledge, attitude towards the environment and behavior good for the environment. The person with environmental awareness is the one who has not egoist but environment friendly behaviors; who is not neutral and indifferent to destruction of the environment; and who thinks just about his own benefits and becomes ambitious about them (Erten, 2004).

CHAPTER II

RELEVANT LITERATURE

2.1. The Environment

The word Environment is gotten from the French word "Environ" which signifies "Encompassing". Our encompassing incorporates biotic variables like people, plants, creatures, organisms, and so forth and abiotic components, for example, light, air, water, soil, and so forth. Environment is a complex of numerous variables, which encompasses man and the living life forms. Environment incorporates water, air and arrive and the interrelationships which exist among and between water, air and land and individuals and other living animals, for example, plants, creatures and microorganisms (Kalavathy, 2004). She recommended that environment comprises of a securely attached entire framework constituted by physical, substance, organic, social and social components which are interlinked separately and on the whole in bunch ways. The common habitat comprise of four interlocking frameworks in particular, the air, the hydrosphere, the lithosphere and the biosphere. These four frameworks are in consistent change and such changes are influenced by human exercises and the other way around (Kumaraswamy et al., 2004).

It was in the mid 1970s when the expression "environment" began to be utilized regularly as a part of society's every day dialects. Regardless of the possibility that the expression "environment" appears to be clear and basic, really, it uncovers that this term has a perplexing structure. Since ecological issues expand step by step, meanings of this term (environment) likewise changes as per diverse sciences. These sciences occur in generally science humanism, additionally administration science, teaching method and so far (Daştan, 1999).

The environment is the surroundings or circumstances where living or non-living beings live and maintain their vital activities (DPÖ, 2006).

The earth is isolated into two gatherings as living and non-living. The living environment is the various living creatures which influence, specifically or in a roundabout way, living creatures and which have the same physical encompassing

with them. Then again, the non-living environment is the solid surroundings, for example, rocks, water and so forth on or in which the living creatures keep up their lives (Yücel, 2006).

Notwithstanding the ecological characterization, there is additionally the arrangement taking into account the people. Yücel has isolated the earth into two gatherings as physical and social situations. The earth where all the living creatures live in and see physically their own being, perspectives and capabilities is the physical environment. The physical environment could be isolated into two gatherings as common habitat (mountains, oceans, waterways and so forth.) and simulated environment (urban areas, towns, dams and so on). The earth which has not influenced by the people in its creation is the common habitat, and the earth which has been changed by the people as per their motivations is the simulated environment (Yücel, 2006).

According to Görmez (2007), Environment is characterized in two angles: One is the regular habitat which has not experienced any sort of progress on the grounds that there has not been any obstruction by the people, and second is the fake environment which has been made by the people inside the indigenous habitat to use it amid the procedure of social and monetary advancement experienced from the earliest starting point of the humankind to today. The earth is an entire of the shared relationship and connection with all the living creatures as plants and creatures. As indicated by another definition, it is an encompassing where the people keep up their social, organic and compound exercises (Keleş and Hamamcı, 2005).

"The environment is the external surrounding where the living beings maintain their relations during their lives (Başal, 2005) As per the definition by A guesse, the earth is the entire of physical, compound and organic variables and social components, which have prompt or long haul consequences for the exercises of people and the living creatures straightforwardly or in a roundabout way (Erer, 1992). The earth is the entire of solid creatures, occasions and vitality (Tont, 2001). Environment is the entire of the physical, synthetic and organic components which have impact on the lives of living creatures in a distinct living space. Quickly, all the

elements, influencing the lives of living creatures, are their surroundings (Yücel, 2006).

2.2. Environmental Problems

Every single human of the earth require its assets to meet their essential needs of water, nourishment and asylum. What's more, a large portion of us require considerably more to meet our apparent needs of solace, accommodation and transportation(Oskamp,2000., Winter, 1996).

There are results to addressing each of these requirements that stretch out past asset consumption. The greater part of what we do and devour requires vitality, which we create by blazing fossil energizes. Removing, preparing, transporting and blazing fossil powers produces contamination and contrarily impacts common habitats. A hefty portion of the items we deliver by copying fossil powers are utilized quickly, and afterward disposed of, which prompts to extra issues of waste and contamination. Probably the most genuine dangers are sketched out beneath:

Climate Change: maybe the most sensational danger to the world's surroundings is an unnatural weather change. Carbon dioxide and different gas side effects of smoldering fossil powers have framed a cover around the earth that permits light to infiltrate without permitting warmth to get away. The outcome is a nursery impact and a gradually warming planet. Researchers gauge the normal worldwide temperature has expanded by roughly six degrees Celsius in the course of recent years, and venture increments somewhere around 1.4 and 5.8 degrees Celsius by 2100 if nursery gasses are not fundamentally lessened (Intergovernmental Panel on Climate Change, 2001). In spite of the fact that this appears like a humble increment, little changes in worldwide temperature can prompt to emotional outcomes. A most dire outcome imaginable incorporates a warming of the seas that prompts to softening polar icecaps and after that to the flooding of beach front ranges, trailed by extraordinary changes in climate designs bringing on dry seasons and desertification in a few zones and surges in others. Thusly, even slight an unnatural weather change can undermine the world's capacity to manage life as we probably am aware it. In spite of the fact that there is huge instability about the rate and course of an Earth-wide temperature boost, the moderately little changes we have officially experienced

may posture critical dangers to human wellbeing. The World Health Organization evaluates that an unnatural weather change is in charge of 154,000 passing worldwide by making conditions more great for the spread of infections, for example, intestinal sickness, dengue fever and loose bowels (World Health Organization, 2002).

2.2.1. Environmental Pollution

Contamination whether it is starting from nature or coming about because of human intercession in environment or biological communities represents a monstrous danger to the earth and jeopardizes human lives. Since individuals possessed on this planet, they have been confronting toxins transmitted from normal segments of the earth itself, for example, common calamities bringing about epidemics, famine, and etc. (Alqassas, 2000).With mechanical advancement, nature has gotten to be tainted with poisons brought about by modern effluents and poisonous squanders. Likewise the abuse of common assets prompting biological lopsidedness a risk to nature (Mekhamer, 1984). There are numerous conclusions with respect to characterizing contamination. The Stockholm Conference characterized contamination as:

Human exercises which inescapability lead to exacerbated presentation of substances, and wellsprings of vitality to the earth in which these substances debilitate and jeopardize human wellbeing and common assets and territories. For this situation we are liable to contamination. And since contamination is viewed as one of the most seasoned and most basic risks that face the earth and people, people, gatherings and states are obliged and are in charge of avoiding and defeating this problem. One of the most vital instruments required to ensure the earth is having a solid legitimate system that arrangements with this issue and plans to enhance the privilege of persons to live in clean environment free from contamination (Alabiedy, 2011). A portion of the natural contamination are clarified underneath:

- **Air Pollution:** Ninety percent of the vitality utilized as a part of industrialized nations originates from the smoldering of fossil energizes (Flavin& Dunn, 1999). At the point when fossil energizes, for example, oil or coal are smoldered they deliver an assortment of results, including carbon dioxide, carbon monoxide, nitrogen, sulfur oxides and particulate matter. These air toxins have been

connected to respiratory issues and lung disease in people and are the reason for corrosive downpour, ozone consumption and other natural issues (Flavin & Dunn, 1999). Albeit stricter discharge laws have enhanced air quality in the U.S. furthermore, in numerous different nations, air contamination shows a genuine wellbeing peril around the world. The World Health Organization appraises that malady coming about because of surrounding air contamination is in charge of 800,000 passing's worldwide every year (World Health Organization, 2002).

- **Water Pollution and Depletion:** Pesticides, manures, modern chemicals and squanders, fossil fuel outflows, and private overflow have contaminated a lot of our crisp water supply. Thirty-three percent of the lake real estate and 15 percent of the aggregate waterway miles inside the U.S. are so debased with mercury, PCBs and different chemicals. The U.S.A Environmental Protection Agency (EPA) has issued fish advisories cautioning that a few or all animal varieties are risky to eat (U.S. Natural Protection Agency, 2003). Since numerous waters have not yet been tried, the EPA prescribes that pregnant ladies and youthful kids restrict their admission of fish got from any U.S. freshwaters to six and two ounces for every week separately. Mercury sullying is a critical issue in the seas too. The EPA prescribes that pregnant ladies and kids abstain from eating vast sea species, for example, shark and swordfish, and point of confinement general utilization to 12 ounces or less every week (U.S. Environmental Protection Agency, 2002).

- **Water supply in Libya**: Annual precipitation midpoints just somewhere around 200 and 600 millimeters in the most arable parts of Libya. The Great Manmade River Project intended to bring water from fossil aquifers underneath the Sahara, has no long haul suitability in view of the limited way of the fossil stores. A noteworthy ecological worry in Libya is the consumption of underground water as an aftereffect of abuse in rural developments, causing saltiness and ocean water infiltration into the beach front aquifers. The Great Manmade River Project, as of now being worked on to transport water from vast aquifers under the Sahara Desert to waterfront urban areas, is the world's most broad water supply venture (Sabah, 2015).

- **Soil Pollution:** The physical and substance components of the dirt could change in an undesirable way specifically or in a roundabout way. This is called "soil contamination". Soil contamination develops as suddenness, being rough, preparation and modern degenerations brought about by disintegration, desertification and waste deformations. It develops likewise when the contamination components in air and water dirty the dirt. Some modern exercises could bring about soil contamination straightforwardly or in a roundabout way (by dirtying the air and the water). Dirtied air or water causes decrease in quality and ripeness of the dirt by worsening its physic-concoction and natural elements. In addition, some harmful substances made by different modern exercises gather in agrarian items and, later, exchange to different animals by method for evolved way of life. Different contamination variables in the environment additionally cause soil contamination by precipitation (downpour, snow and so on.), being retained or predicating specifically. SO2 changes over into sulfurous corrosive by dissolving in precipitation water or soil arrangement, and causes soil to be acidic. The wash out of plant sustenance components get to be less demanding by the fermentation of the dirt. Moreover, corrosive downpours cause extraordinary decimation in developed territories and woodland lands (KeleşveErtan, 2002).

- **Clamor Pollution:** All the undesirable sounds irritating living creatures are characterized as "commotion contamination". Clamor contamination is a sort of imperative contamination which influences people's listening ability and seeing the earth adversely, and weakens individual and social life quality and it can be examined under two titles: indoor and open air commotion contamination. Commotion contamination causes individuals physical (listening to clutters), physiological (changes in body capacities, for example, reparatory and heart speeding up, expansion in pulse and so forth.), mental (conduct issue, for example, irritability, humiliation and so forth.) issues, execution issues (focus debilitation, decrease in efficiency and so on.) and even, genuine mind harms (Yücel, 2006).

2.3. Environmental knowledge

Environmental Knowledge: to gain experiences and a basic understanding of the environment and its problems.

Today, many indigenous knowledge systems are at risk of becoming extinct because of rapidly changing natural environments and fast pacing economic, political, and cultural changes on a global scale. Practices vanish, as they become inappropriate for new challenges or because they adapt too slowly. However, many practices disappear only because of the intrusion of foreign technologies or development concepts that promise short-term gains or solutions to problems without being capable of sustaining them.

The tragedy of the impending disappearance of indigenous knowledge is most obvious to those who have developed it and make a living through it, but the implication for others can be detrimental as well, when skills, technologies, artifacts, problem solving strategies and expertise are lost (Flavier,1995).

2.4. Environmental Education

Natural training is an interdisciplinary long lasting methodology which plans to raise a world populace who know about the earth and related issues and who has learning, expertise, state of mind, rationale, individual and social obligation which would add to the answers for the ecological issues and would keep the new ones to happen (Moselley, 2000).

The earth has an extremely multidimensional, broad and complex nature. In this manner, natural instruction is additionally multidimensional, broad and complex. Due to this reason, the idea of "Environmental Education" changes from individual to individual, from association to association. Right now, there are different meanings of ecological instruction. Environmental training can be characterize an as creating ecological mindfulness in each section of the general public conveys the individual's behavioral changes sensible to the earth, perpetual and positive securing normal, authentic, social and socio-stylish values, and giving cooperation effectively in tackling the issues (MEF, 2004).

There are two critical developments having impact on the creation and improvement of ecological training. These developments are environment and instruction developments. In parallel with these developments, common studies, non-formal training and instruction of security, which have added to the advancement of

the natural training, have been additionally risen. These instructive developments have contributed enormously to the advancement of the ecological training (Marcinkowski,2006). The significance given to natural instruction has expanded in the furious twentieth century. The studies led, at to begin with, in a neighborhood develop and in all inclusive amplify later. On account of the "gathering about nature of the people" held firstly by UN in Stockholm in 1972, on the grounds that ecological instruction has picked up an all-inclusive measurement. The fifth June, the starting date of this meeting, is praised as "World Environment Day" everywhere throughout the world. While the objective gathering in natural instruction is every one of the people, the intention is to create sensible and uplifting states of mind and practices about ensuring the earth (Tombul,2006). These reasons, decided in the Tiflis Conference, are as per the following:

Environmental Awareness: It is to help the individuals and groups obtain awareness and sensibility towards the environment and environmental problems. Environmental awareness has intellectual, emotional and behavioral dimensions. In other words, environmental awareness comprises of the thoughts including all the decisions, principles and interpretations about the environment, the behaviors which are the way to transfer all these thoughts and the emotions related to all these (Türküm,2006).

Knowledge: Having knowledge about environmental issues helps to obtain basic concepts about the environment, to comprehend the interaction between the environment and the humans and how to solve environmental issues and problems.

Attitude: It provides the students to obtain standard of judgments, participation and motivation to protect and develop the environment.

Skills: It helps to obtain required skills for solving, searching and defining environmental issues and problems.

Participation: It provides the use the knowledge and skills, obtained about environmental issues and problems, in solving the problems.

2.4.1. Environmental attitudes

Important because they often, but not always, determine behavior that either increases or decreases environmental quality. Traditionally, attitudes have cognitive, affective, and conative elements, but environmental attitudes might be better described as having preservation and utilization dimensions. Pro-environmental attitudes rise and fall with current events and vary with age, gender, socioeconomic status, nation, urban-rural residence, religion, politics, values, personality, experience, education, and environmental knowledge. Environmental education aims to improve environmental attitudes but has mixed results. The mass media have been both helpful and harmful. Two prominent theories for explaining environmental attitude-behavior relations are the theory of planned behavior and value-beliefs-norm theory, which offer the benefit of parsimony and the shortcoming of incompleteness. Researchers have, for example, suggested additions to the theory of planned behavior, noting that pro-environmental behaviors vary in their effort to complete, which influences the attitude-behavior relation, and that many barriers to behavior change exist (Robert Gifford et all,2012).

2.4.2. Environmental Behavior

Demeanor is a mental condition of availability that impacts the people's reaction to all that it is identified with All port, (1935), say that the state of mind of sympathy toward the earth starts from individual's idea of self and from the level of seeing himself as a major a portion of common habitat. Conduct is the thing that individuals do, on the off chance that it is ecologically suitable or not (Hernandez and Monroe, 2000). Conduct is by and large bolstered by the learning and mentality, however the immediate association from information to state of mind and on to the conduct does not generally exist (Monroe & Grieser, 2000).

It is important to begin creating uplifting states of mind and values towards the earth in early youth, in light of the fact that the examples of conduct in later years just fortify and grow further. This outcomes in an emphatically situated natural conduct of the individual and society, which prompts an awareness of other's expectations and tend to the earth while in the meantime these behavioral examples are transmitted to consequent eras. The focal test of natural training is the manner by

which to empower kids and build up their feeling of relationship to the earth, which in adulthood prompts positive ecological administration (Littledyke, 2008). Along these lines, comprehension of the earth is connected with affection and admiration for nature with a sense for living animals, which can prompt inspiration for activity and the awareness of other's expectations and sympathy toward the security of the earth(Juujarvi et al, 2006).

2.4.3. Environmental Awareness

It is the sensibility and enthusiasm of the people against ecological issues. Natural mindfulness has been characterized as "the response of the individual or society against the ecological issue they experience" (Altın, 2001).

People ought to be engrained in the natural information and mindfulness from the exceptionally youthful ages. The more the new eras are raised as environment inviting from the season of kindergarten, the more the assurance of our surroundings will be guaranteed. Thus, this environment benevolent people will have more opportunities to gain ground in their vocation and to be fruitful. Houses, nearby group and schools are the three fundamental territories where natural instruction is given. Every one of the endeavors made in these zones ought to be in common relationship which empowers the answers for be created relying upon natural mindfulness, furthermore, empowers the ecological issues to be fat homed. The assurance of the fragile harmony between the earth and the people is under the obligation of the people (Dinçer,1999). The more the broad communications offers significance to the natural issues, the more these issues will stick into the people's psyches. In any case, this would be accessible just when the natural issues are dealt with significantly and by looking for arrangements as opposed to being treated with its staggering viewpoints exactly when an ecological fiasco happens (Balkan Kıyıcı et al., 2005).

2.5. International Studies on Environmental Education, Environmental Knowledge, Attitude and Behavior for Environmental Protection

Concentrating on people and understudies' states of mind towards environment and elements influencing understudies to be capable people towards their surroundings may give assistance towards the arrangement of ecological issues. In

this study, it is intended to assess ecological states of mind of secondary school understudies as far as a few variables. The specimen of the study comprises of 330 members of whom 145 are male and 185 are female having contemplated in a High School in Balikesir (in western Turkey). In the study, as a method for information accumulation, Environmental Attitude Scale (EAS) and the individual data structure have been utilized. The EAS which comprises of 35 things was made out of 4 sub-measurements as "Natural mindfulness", "State of mind toward recuperation", "Disposition toward reusing" and "Ecological awareness and conduct". As per the discoveries, considering the examination of the EAS, measurably a significant distinction was come to between the sub-measurements of the EAS and the sexual orientation, review and parent training level variables. Be that as it may, an extensive contrast was not found between the branch of understudies and some sub-measurements of the EAS (Ilker, 2015).

In a Meta-analysis of Global Youth Environmental Knowledge, Attitude and Behavior Studies, most of the studies checked on in this first part of the writing survey utilized a quantitative method to assemble information. Just the Sivek's (2002) study used a subjective method (center gatherings) to assemble information. Korhenen and Lappalainen's (2004) study and Hampel, Holds worth, and Boleros' (1996) study utilized a mix of subjective and quantitative techniques, however the studies were generally quantitative in nature. Most studies were straightforwardly worried with secondary school understudies, and few studies except for Mogen son and Nielsen (2001), making express correlations among various age bunches. The geographic appropriation of the concentrates for the most part included studies from the USA and Europe. Notwithstanding, there were different studies from Africa, Asia and Australia, so the five principle main lands were all spoken to. Table 2 condenses the approaches of the studies. The discoveries of a larger part of studies reported an uplifting state of mind towards the earth. Concentrates on reported an assortment of levels of natural learning. Concentrates for the most part reported feeble levels of ecological information (Kuhlemeier et al., 1999; Gambro & Switzky, 1996; Makki et al., 2003), while others reported large amounts of natural learning (Ivy et al., 1998; Kaplowitz & Levine, 2005; Korhenen& Lappalainen, 2004). Conduct was not broadly considered, despite the fact that studies like the Negev et al 's. (2008)

likewise endeavored to draw out relations of conduct with learning and demeanor. Various studies found that females had a more uplifting state of mind towards the earth than guys (Alp et al., 2006), while concentrates on like the one by Salmivalli (1998) showed critical contrasts between the demeanors of young men and young ladies, specifically disposition characteristics. The outcomes in the Tuncer et al' s. (2005) study showed that there was a measurably noteworthy impact of sexual orientation and school sort went to on the natural states of mind of youngsters in Turkey, with young ladies having higher means scores than young men in each dimension (Mifsud, 2012) .

This review principally plans to explore elementary school understudy educators ecological information, to discover their mentalities about natural issues and to see whether their states of mind differ altogether relying upon a few factors. As information accumulation devices, the Environmental Attitude Inventory and the Environmental Knowledge Test, adjusted by Uzun and Sağlam (2006), were utilized. The information was gathered in the 2007–2008 scholarly year. Five hundred forty-two understudy educators from Cukurova University, The Elementary Education Department took an interest in the review. For the examination of the information, t-test and difference investigation were utilized. The outcomes in view of the mean qualities demonstrated that the Environmental Behavior sub-scale was 37.63 and the Environmental Opinion sub-scale was 29.55. The aggregate score of the Environmental Attitude Inventory was 67.19 and the aggregate score of the Environmental Knowledge test was 17.08. As per the review variable, the important contrasts were found for the fourth grade understudies at the Environmental Behavior sub-scale and the Environmental Knowledge test. With respect to sex, the significant contrasts were found for the female understudies in the Environmental Behavior sub-scale and for the male understudies in the Environmental Opinion sub-scale. With respect to taking the Environment Course or not, the distinctions among scores were observed to be significant for the understudy educators who took this course at the Environmental Behavior sub-scale (Fatma et al, 2010).

University student athletes' attitudes towards environment: The sample of this study consists of students who receive education in different Universities and do

sports in various branches in Turkey. "Environmental Attitude Scale" used in the study was developed by Uzun and Sağlam in 2006. Female students' (X= 93.02) total environmental attitude score averages are higher than male students' (X= 90.69) when sport students' environmental attitudes are examined as gender-based. It is seen that environmental attitude scores is varied and this difference is in favor of those playing football according to branches of sports. The highest score belongs to footballers, and also the lowest score average belongs to wrestlers in environmental attitude scores (Mehmet, 2006) .

Theme relationship between Awareness, Knowledge and Attitudes towards Environmental Education among Secondary School Students in Malaysia The significance of natural training Environmental Education is outstanding all around among social orders. Natural instruction is step by step advanced as a reasonable device in insurance of the earth. Ecological training is found crosswise over school educational programs in Malaysia. The targets of the educational modules are ecological mentality, information and mindfulness Awareness, Knowledge and Attitudes researched in the ebb and flow ponder. The review was directed to distinguish the relationship between ecological mindfulness, learning and state of mind among auxiliary school understudies. The study was directed on 470 respondents who were in Form Four (16 years of age) in Kajang city, Selangor, Malaysia. An instrument which included (48 inquiries) was utilized to explore the relationship between mindfulness, learning and state of mind. The consequences of Person Correlation demonstrated a critical however powerless relationship amongst mindfulness and learning on ecological issues while there was high relationship saw amongst mindfulness and states of mind among respondents. In addition, the measurable test demonstrated an irrelevant relationship amongst learning and state of mind among understudies about environment. The review reasoned that an abnormal state of mindfulness and learning in addition to uplifting mentality of understudies have been accomplished from the groups of respondents, educators, media, private perusing and school educational programs in regards to the environment that builds the natural view among understudies and additionally in general society. The review suggested that ecological instruction subject may essentially be considered as a free syllabus in Malaysian training framework (Zarrintaj et al, 2013).

He aimed at solving two major problems with his research. The first one is about how the students could gain attitudes towards the environment via the lessons and the second one is to test the practicability of Planned Attitude Theory by Ajzen (1985., 1991) in the education of environment and biology. The survey anticipated by the theory was conducted on 970 students in total (7th, 8th and 9th graders). At the end of the study, it was revealed that questions of the survey, which were related to attitudinal beliefs, did not have much effect on behavior oriented attitudes. It was discovered that the knowledge belonging to the questions related to normative beliefs is acquired from schools but the possibility of adapting the knowledge into attitudes is low (Erten, 2002).

This paper reviews public awareness, knowledge and attitude on environmental perspectives in Malaysian instructive framework and highlights holes and difficulties. The audit found that however ecological instruction segments were existed in different sources inside the current instructive framework, there are still immense crevices on open mindfulness in Malaysia. The instructive framework needs to contribute more on instructors who are included in related subjects. Educators would assume an essential part to build people in general mindfulness all through understudies in essential and optional schools. This is presumed that more adequacy of ecological instructive framework depends on respectability of themes in one autonomous subject as opposed to appearances in different subjects. Understudies would play out an adequate level of comprehension if themes are as a rule effectively educated for all intents and purposes in which students encounter unmistakable issues than hypothetical. Financial plan, in any case, is constantly worried in different nations; Malaysia exhibited a decent monetary development that encourages enough money related portion if government is persuaded to approach towards practical improvement (Aman et al, 2012).

Gunduz et al. (2015) aimed to evaluate the difference between the environmental consciousness levels of high school students studying in North Cyprus, Turkey and Azerbaijan. Face-to-face interviews were carried out to the informational level of students under the heading "environmental sensitivity". Sample date of the research is composed of high school students studying between

the academic period 2012 2013 in Northern Cyprus, Turkey and Azerbaijan. The formal content analysis method was used for the analyzing of the data collected. The results of the study showed that environmentally conscious individuals always try to stop nature's unfortunate destiny. One of the best ways to raise this consciousness is to direct the youths toward trustful educational institutions. Results showed that the studied countries failed at being sensitive to environmental issues. The study goes further to describe these environmental problems. Environmental education is essential in these three countries, therefore, a complete educational program starting from preschool and various campaigns should be introduced and implemented (Gunduz et al, 2015).

Aslanova et al. (2012), in a similar study, tried to define the level of knowledge of students of Baku state University, Biology Faculty on environmental education. The results showed that knowledge levels of Baku State University' students on environmental problems (58,25%) is higher than Azerbaijani students (52,88%) studying at Near East University. While verifying attitude levels on environmental awareness, a of Azerbaijani students studying at NEU were 3,34% (69,2%), but attitudes of Baku State University students were 3.34% (66,8). Although there are significant difference among two groups from statistical point of view, this difference is not higher than environmental knowledge. Significant difference among two groups was observed in 38 questions from 63 questions on environmental knowledge from statistical point of view (Aslanova et al,2012).

Ayfer Bükük ve Şerife Gündüz (2016), This study is to put forward the environmental education and sensitivity of the administrators and teachers that play a key role in education. The system and examples of this work is consisted of the administrators and teachers who are randomly selected 180 people who work in the secondary schools in Guzelyurt, TRNC. Research data were collected on the scale of Environmental Awareness Checklist (Erten, 2003).

The scale is consisted of two parts, the first part of the scale is the personal information and in the second section there are 60 expressions about cognition, environmentally conscious, affective and psycho-motor sub-dimensions.

The data obtained from the scale coded and analyzed using SPSS package program. In relation to the first part of the scale, the data of frequency and percentage distribution is taken. In order to determine the attitudes of teachers and administrators, arithmetic mean and standard deviation were used. To elucidate the differences between the attitudes, in binary comparisons for independent groups "t" test, and in comparison of more than two groups, one-way analysis of variance variable analysis were used. Opinions on whether there is a significant difference between the $\alpha = 0.05$ significance level was tested. The findings of the study are as follows:

Environmental awareness scale score of administrators and teachers is identified as 206.89 (68.9%) The research is acceptable, even though it is not as good as other studies conducted in various parts of the world.

According to the research results, cognitive and psycho-motor scores of male managers are higher than female teachers. However as expected, women's scores on the affective scores were significantly higher than men's. This result indicates that women have higher "environmental protection" awareness and sensitivity than men.

There was no significant differences between the groups of managers and teachers in their cadres, their marital status, profession, length of service and level of environmental awareness in the school according to their positions in cognitive, affective, psycho-motor and all the sub-dimensions of the scale (Ayfer büküк - Şerife Gündüz, 2016).

2.6. The Concept of Environment

Environment is partitioned into two sorts: biotic environment and a biotic environment. The biotic environment is all living animals which have the same physical environment with living creatures, and which influence the living creatures straightforwardly or by implication. What's more, the a biotic environment is all the solid situations, for example, rocks, water and so forth., in or on which the living creatures live (Yücel, 2006).

The motivation behind why the idea of environment has picked up significance and turn into the principle point of humanity is a result of, not absolutely but rather

for the most part, the contamination. After the Industrial Revolution, the nature has been harmed and changed all the more quickly by utilizing it over its self-recovery ability by people. The ecological contamination has gotten to be noticeable together with the influx of monetary development which began in 1950s. In view of the effluents came about by innovative advancement expanding by the craving of financial development and, in result of it, industrialization picking up velocity, the natural contamination has expanded too. Only to improve and keeping up their businesses, particularly created nations dirtied their surroundings in and from which they deliver their items and supply their crude materials. Moreover, just to supply crude materials, those nations dirtied their own particular nations as well as the vast majority of the nations for which they utilize the assets; along these lines, the degree of the contamination gets to be more prominent. Other than this, with the craving for experimental and mechanical advancement and monetary development, the natural contamination impacting everywhere throughout the world has turned into a sort of danger to lives of the living creatures (Yücel, 2006).

After second World War, human consequences for the nature has expanded strongly in view of the mechanical change in assembling. It was 1940s when the engineered items, which are one of the vital reasons of natural decimation and which were utilized additionally as a part of 2009, were initially fabricated. Particularly, it was after World War II when the issue of pulverizing squanders of the plastic substances was first emerged. Presentation of nuclear vitality as an option amid the utilization of particle bomb additionally happened after the war. In addition, the manufactured results of which use was expanded after the war began to be utilized additionally as a part of day by day life. In the meantime, utilization has likewise been expanding together with the expansion in population. Many variables like the use of compost in horticulture, expanding use of chemicals to wreck vermin and plants and expanding use of engine vehicles in transportation innovation has sped up the demolition of the environment. Therefore, coming up against the ecological concerns/issues for people was significantly begun with assembling advances and its items which were created by people themselves again after second World War (Foster, 2002).

Because of the way that the nature can recover itself, the relationship amongst people and their surroundings continued going in a certain and congruous route from the principal ages to the Industrial Revolution. After the Industrial Revolution, the concordance amongst people and the nature began to turn sour. Test of humankind with the nature has been going ahead since its presence. This challenge which was, at first, just about needs of housing, eating and wearing continued in a balanced way until the middle age. However, after the middle age, people began to win a great deal more in this test. People's push to take all the control of all the nature turned into a sort of aspiration to utilize the nature unfathomably and this desire surpassed the recovery rate of the nature after the Industrial Revolution. With the improvement of the innovation and, along these lines, the industry, people overlooked the damage they brought on to nature from 1800s to the end of the twentieth century (Görmez, 2003).

The nature responds to what it gets. As the desire of humans for taking control of all the nature and using it much more increased, the nature started to show reaction prominently to this situation -especially, after the second half of 20th century. Because its reaction was just regional and small-scale at first, it didn't draw much attention. But, because of the fact that problems such as the global warming which increases day by day; changes in the climate; the ozone layer being depleted; and, as a results of all these, drought, famine and hunger, the interest in environmental concerns also increased.

2.7. The Relationship between the Environment and Humans

Individuals both live inside and rely on upon the earth for their survival. “Environment" basically comprises of two primary parts, to be specific regular and simulated environment (Ertürk, 1998). The human personality and innovation have helped people use their common habitat to change over it into a more escalated simulated environment. Justifiably, improvement and changes in innovation result in changes in the regular and fake environment. The common habitat can be said to have its own particular extraordinary parity. By and by, society's escalated exercises have demolished this parity, bringing about natural issues that we have confronted for quite a while. Other than these exercises, Keating (Palmer, 1998) explains that

people have been as of late going up against numerous ecological issues in light of worldwide populace blast, developing interest for sustenance, tropical deforestation, and termination of natural assets (qualities, species, populace and environments). What's more, human have affected the area bringing on genuine debasement, expanding neediness and starvation, developing water request, and declining water quality, developing vitality request, unsustainable utilization of assets and unsustainable advancement. The ecological issues said above represent a risk to individuals everywhere throughout the world.

Taking a gander at the particular case in Turkey generous ecological dangers are expanding quickly because of urbanization. industrialization, the expense of life and neighborhood populace blasts through the most recent three decades. As can be comprehended, people have as of late been using a lot of characteristic assets keeping in mind the end goal to increment and enhance the personal satisfaction. This circumstance has begun to corrupt the earth in which we live. The subsequent ecological risk has started a development in both the formal and non-formal training framework which has driven authorities to consider giving natural instruction Environmental Education in schools.

As reported by (Palmer, 1998) the main arrangement in defeating these worldwide issues is that worldwide populace should be better instructed for natural issues and issue. At the end of the day, Environmental Education will be the focal variable in raising open.

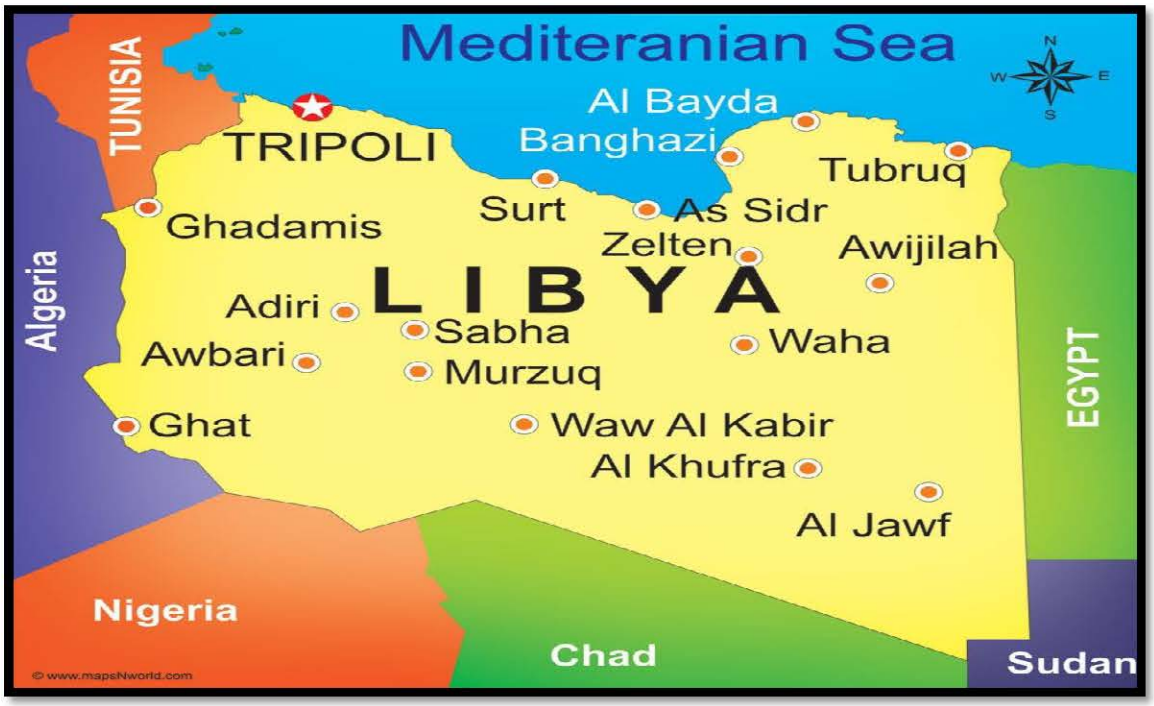
2.8. General Information on Libya

Libya is located in North Africa, bordered by the Mediterranean Sea to the north, Egypt to the east, Sudan to the southeast, Chad and Niger to the south, and Algeria and Tunisia to the west. With an area of almost 1.8 million square kilometers. Libya is the 4th largest country in Africa and 17th largest country in the world. Around 6.4 million people live in Libya, 1.7 million of them are in the capital city of Tripoli.

Libya is one of the most developed countries in Africa, with the second highest Human Development Index score in Africa after the Seychelles, and the sixth highest

GDP per capita. According to Annual Statistical Bulletin 2013, Libya has the 8th largest proven oil reserves in the world and the 15th highest crude oil production (UNDP,2013).

Figure 1. General Information on Libya



Source: United Nations Development Programme, 2013.

2.9. Environment in Libya

Libya is a North African country located along the southern coast of the Mediterranean Basin. Its total land area is about 1.76 million km2, most of which (95.2%) is desert, while the rest is either rangeland (4%), or agricultural land (0.4%), and less than 0.3% is a scattered forested area. The annual average rainfall is estimated at 300 - 400mm depending on climatic and topographic features. Libya environmental challenges include limited water resources, droughts and land degradation, depletion of natural resources, fragmented mechanisms for environmental management and monitoring, inadequate solid and hazardous waste management, and oil spills (UNDP, 2013).

Primary education is compulsory in Libya, and is provided by the sovereign state. This stage includes 9 years of education, from 6 and 15 years old usually, with two levels: primary and middle. The basic school starts from the age of 6 years until

12 years after which the pupils move to the primary level where they have 3 years of study to finish the compulsory school. The official language in Libya is Modern Standard Arabic with the vast majority of the population speaking one of the many varieties of Arabic, mainly Libyan Arabic, but also Egyptian and Tunisian Arabic. A significant number of people also speak one of the various Berber Languages, especially in the Tripolitania region. Under the colonial regime, Italian was a prominent language in Libya and it was also the language of instruction in educational institutions. A few elderly people in Libya still speak some Italian, mainly in the form of Libyan Italian, however the younger generations are more likely to understand English. From the 1970s onwards English started to become more important to Libyans, mainly due to economic and business reasons. While less educated people may not be able to converse in the language most business people are accustomed to speaking English. Furthermore there are several Libyan professionals who received their education in the United States or in the United Kingdom and hence have developed a certain level of proficiency in the language (*KPMG, United Accountants for Professional Services LLC, a Libyan limited company and a member firm of the KPMG network of independent member firms affiliated with KPMG International Cooperative* (KPMG, 2014).

2.10. Biodiversity in Libya

Natural Diversity in Libya differs as indicated by the biological system. Despite the fact that most of the state is dry desert regions with just thin prolific stormy waterfront strip, the predominant biodiversity in a specific territory recognizes every kind of environments. The accompanying four unique frameworks are known (UNEP, 2008).

Coastal Ecosystem: It starts from the ocean drift and changes in width from 5 to 25 km along the Libyan coast. It broadens in the west to more than 100 km shaping what is called Coast Jefara. The normal yearly precipitation in this area ranges between 200-250 mm. It is described 2 essentially by Mediterranean-sort biodiversity with various assorted qualities models speaking to the semi-desert widely varied vegetation (UNEP, 2008).

Mountain Ecosystem: There are two unmistakable low-rise mountains and encompassing levels; Western mountain (Nafosa Mountain) in the north-west of the Jamahiriya, and the Green Mountain in the north-east. These mountains make out of lime and sandy stones interlaced with various valleys that take downpour water toward the north. The rate of yearly precipitation in the western mountain locale ranges between 200-300 mm, while the Green Mountain district gets the biggest measure of precipitation in the nation extending between 250-600 mm (UNEP, 2008).

Semi-Desert Ecosystem: It speaks to zones specifically south of the mountains shaping a move zone between mountains and desert domain. Precipitation in the region ranges from 50-150 mm. The range is made out of fields of field for cows, sheep and goats with the nearness of some farming exercises in some valleys (UNEP,2008).

Desert ecosystem: This biological system speaks to most of the area territory of the nation, which differs from sandy desert to stone or volcanic development. Due to the lack of precipitation, biodiversity is restricted to scattered desert gardens in this locale and around human exercises in farming undertakings on grain and vegetables which surpass 100 thousand hectares of inundated zones (UNEP,2008).

2.11. Education System in Libya

The Libyan education system is very modern in that there were almost no schools at all some 50 years ago while today, education is free for all at all levels and the participation rate is extremely high. Any system growing at that rate is bound to face pressures and stresses. Over the period of time and, particularly in the past ten years, the system has been subjected to considerable development and change. This makes life very difficult for teachers. Equally, it is very difficult for parents to guide their young people when the system has changed so much since they were at school. Such a rate of development has only been possible given the vast oil revenues generated in the country. Much has been invested in education but the education system has been seen in terms of the kinds of jobs which such an industry can produce. The need to build so much in order to educate so many in a short time creates the classical dilemma of quality of education versus quantity of education,

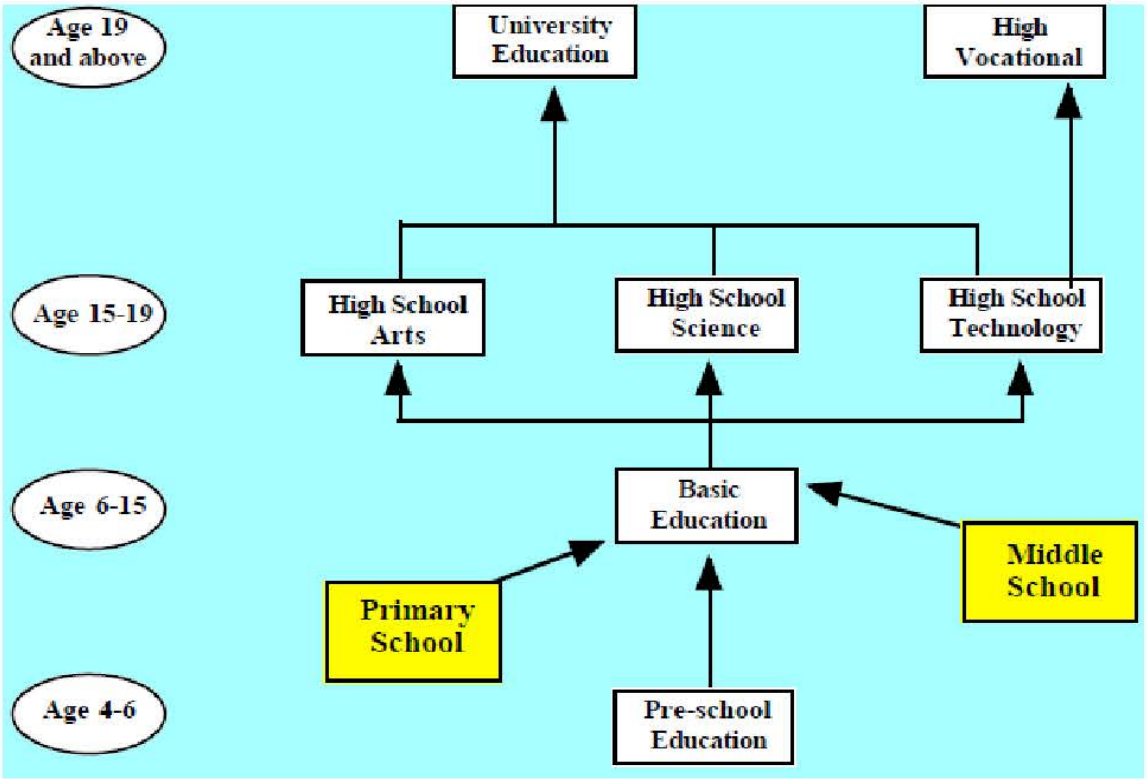
with a shortage of Libyan school teachers at secondary school level, particularly those qualified in science subjects. Against this background, students are sometimes not very satisfied or fulfilled in their studies and sometimes show this by leaving school or simply failing to attend.

Formal education in Libya is organized from age four and general education in Libya involves thirteen years with pupils entering primary at the age of six.

Table 1. The Levels of School Education in Libya

Stage	Year group	Ages	Period
Basic	1-6	6-12	6 years
Primary	7-9	12-15	3years
High	10-13	15-19	4years

Figure 2. The Levels of School Education



Source: Libyan Education Authority (1995), translated into English:

The overall structure of the education system can be seen in figure The focus of this study is on Middle and Higher Schools (age 6-19+).

2.12. Libyan curriculum in basic and primary schools

Compulsory Education, this stage of education is compulsory for the pupils to get a certificate allowing them to enter high school. This stage includes 9 years of education, from 6 and 15 years old usually, with two levels: primary and middle. The primary school starts from the age of 6 years until 12 years after which the pupils move to the middle level where they have 3 years of study to finish the compulsory school. The curriculum, in terms of subjects to be studied is shown in table.

Table 2. The Curriculum (Schools in Libya).

Schools and Grades	Pre- basic school / 1st -3st	Basic school /4th -6th	Primary school7th-9th	High school / 10th-13th
	Arabic	Arabic	Arabic	Arabic
	Mathematic	Mathematic	Mathematic	Computing
	Religion	Religion	Religion	Religion
	Physical Ed	Physical Ed	Physical Ed	Physical Ed
	Painting	Painting	Painting	English
		Culture	Culture	Culture
		Science	English	
		History	Biology	Plus choice
		Geography	Chemistry	by subject
			Physics	direction
			History	
			Geography	

Source: Libyan Education Authority (1995). Libyan, Government Documents, Dar Alshap, Tripoli Libya / translated into English.

2.13. International Environmental Legislation

Since the start of this century, the world has taken long walks in growing universally restricting administrative instruments, for example, traditions, bargains, conventions and national laws, meaning to secure the earth. What's more, the ecological universal enactment has been produced to end up what is right now named the International Environmental Protection Law. The International Environmental Legislation was created after the Stockholm Conference in 1972 which focused on the imperative relationship between the earth and improvement. The Conference underlined the human right to clean environment free from contamination, and perceived the risk forced by the nonstop increment in human populace, which results in uncontrolled and over exploitation of normal assets and natural surroundings

prompting ecological crumbling. The Participating States concurred on the formation of another foundation, the United Nations Environment Program (UNEP) to serve as a point of convergence inside the UN framework for the advancement and coordination of the global natural motivation in1972. In 1981, the African Charter on Human and Peoples Rights (otherwise called the Banjul Charter) was embraced. Article 24 of the Charter perceives the privilege of individuals to "a general acceptable environment ideal to their advancement". So also, the Organization of American States attested the privilege of each individual to live in a protected and solid environment in the Additional Protocol to the U.S. Sanction on Human Rights Protocol of San Salvador (Abdulmaula & Mahmoud, 2008).

In 1982, World Charter for Nature (known as the IUCN) was embraced. In Principle 23, it reaffirmed that: "All people, as per their national enactment, might have the chance to take an interest, exclusively or with others, in the definition of choices of direct worry to their surroundings, and should have admittance to method for review when their surroundings has endured harm or debasement".

In 1992, the Earth Summit was held in Rio de Janeiro:

- Convention on Biological Diversity that means to ensure the biodiversity and the circulation of normal assets decently among part states.

- Convention on environmental change that requires created (modern) nations to decrease contamination by diminishing and controlling mechanical outflows into the air.

- United Nations Convention to Combat Desertification that goes for battling desertification and relieving the impacts of dry season in nations experiencing desertification.

- World Summit on Sustainable Development was held in Johannesburg in 2002, in South Africa. The Summit concentrated on making an interpretation of improvement arrangements to activity arrangements, and it asked for to take restricting measures to give sufficient monetary assets important to sustainability (Abdulmaula & Mahmoud, 2008).

2.14. Legislations, laws and Guidelines in Libya

Law No. 15 of 2003 is the main law for protecting and improvement of the environment in Libya. The law specifies public duties and the other related parts towards preserving the environment in the following fields:

- General Provision (Article-8).
- Air Pollution (Article 10 -17).
- Protection of Sea and Marine wealth (Article18-38).
- Protection of Water Sources (Article 39 -47).
- Protection of Foodstuffs (Article 48 -50).
- Environmental Hygiene (Article 51).
- Protection from Common Animal Diseases (Article 52).
- Protection of Soil and Plants (Article 53 -55).
- Protection of Wildlife (Article56 -57).
- Biological Safety (Article 58 -63).
- Penalties (Article64 -76).
- Final Provisions (Article77 -79).

Law No. 15 was designed to benefit from the present and protect for the future (Abdulmaula & Mahmoud, 2008).

2.15. International Convention Signed by Libya

Convention on Biological Diversity: Libya marked the tradition amid the Rio de Janeiro gathering in 1992 and afterward approved it in 1993, and along these lines got to be distinctly one of the gatherings to the tradition. The Environment General Authority (EGA) is the national point of convergence for the tradition, and is in charge of the usage of Libyan commitments to the tradition. The undertakings of the (EGA) are to control and direct all exercises identified with the earth, including biodiversity, coordination between national powers and other local and worldwide associations. Numerous organizations and focuses that have a place with National People's Committee (NPC) are included in exercises identified with rural biodiversity, while the middle for Marine Research for Marine behaviors examines on marine biodiversity. The national organization for logical research follow-up all exploration methods identified with natural work notwithstanding leading

examination thinks about." Subsequent to joining the tradition, the EGA likewise has been attempting to deliver the tradition to the partners (NPC) for the arrangement of a national board of trustees for biodiversity and bio security. In any case, the board of trustees has not yet been framed (Abdulmaula & Mahmoud,2008)."

Cartagena Protocol on Biosafety: The Cartagena Protocol on Biosafety was marked on 29 January, 2000, as a convention to the tradition on natural differences, keeping in mind the end goal to give sufficient assurance in the exchange, taking care of and utilizing the Living Modified Organisms (LMOs) coming about because of cutting edge biotechnology that may adverse effect the security of organic assorted qualities, considering dangers to human wellbeing and security for trans limit development of LMOs. Libya acquiesced to the Cartagena Protocol on Biosafety in 2005 after endorsement by the General People's Congress.

Protocol on Specially Protected Areas and Biodiversity in the Mediterranean: This convention is one of the seven conventions taking after the Barcelona Convention for the Protection of the Mediterranean Sea from contamination, marked in Geneva 3/4/1982 and went into compel on 23/3/1986. Libya supported on 6/6/1989, then altered it in 1995. The convention urges Mediterranean nations to build up marine secured ranges and save marine and waterfront biodiversity. It has added to the setting up of a territorial place for unique ensured regions which is in charge of checking and usage of the convention in the Member States. The territorial focus actualizing the convention contributed by helping Libya in fact and physically in a few territories. This incorporates the execution of an arrangement of provincial arrangements of activity affirmed by the Contracting Parties to the tradition including studies and studies of the marine environment and seaside assurance software engineer and specifically ocean turtles, seals and Mediterranean reviews, winter evaluation of transient water flying creatures, studies and investigations of kelp, and the foundation of secured marine reviews other than expansion to allowing a few short preparing openings in subjects concerning the Protocol, and support for the nearness of the EGA in the gatherings of national specialists."

Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES): It has been a global tradition on wild animal and exchange with restricting arrangements for accomplishing the objectives of safeguarding the species and supportable utilization of regular assets. It was marked on 1/7/1975 and approved by the Libya in December 2002. The EGA began exercises in 2006 to actuate the usage of the Convention in the Jamahiriya, for example, the association of instructional classes for gatekeepers and traditions officers as a team with the Global Fund to the Humane Society and the Customs Department. The EGA, the National point of convergence, issues authentications for the fare and import of animals and plant species as per the CITES Convention.

Convention on the Conservation of Migratory Species of Wild Animals (CMS): The Convention was marked in the city of Bonn in 1997 as a follow up to a meeting went to by 50 nations amid the period 11-23/6/1979, and partitioned the States Parties to the Convention by the different districts. Libya is a piece of the alleged mass-scale beach front and forsake districts, which is keen on the security of the Convention of 10,000 types of wild life. Libya marked this Convention, which concerns the security of wild life in the city of Bonn, and turned into a gathering on 24/06/2002. National point of convergence is the Environment General Authority. Very little work has been done particularly on exercises of the Convention Rather Libya has been more dynamic with the secretariats of the bargain exuded by the settlement AEWA and ACCOBAMS.

African-Eurasian Migratory Water-Bird Agreement (AEWA): The Treaty is had practical experience in the review and insurance of transient water birds creatures between Europe, Africa and Asia, and gives a regulatory following of the International Convention for the security of transitory types of creature. Libya consented to the Treaty on 1/06/2005. From that point forward the Convention has given support to Libya in directing the yearly winter feathered creature enumeration. Libya is a local facilitator of the Convention in North Africa since the last Conference of the Parties to Senegal 2005. The National point of convergence is the Environment General Authority."

Agreement on the Conservation of Cetaceans of the Black Sea, Mediterranean Sea and Contiguous Atlantic Area (ACCOBAMS): It is a regional agreement that represents considerable authority in the review and security of species got in ranges of the Mediterranean, Black Sea and the Atlantic Ocean. An authoritative body for the Convention on Migratory Species, has been included in various open exercises of the arrangement, for example, preparing, gatherings and gatherings, and helped with the readiness of the Libyan national arrangements for the assurance of cetaceans and Program at Action for the review and insurance of cetaceans embraced in 2006. The national point of convergence is the Environment General Authority (Khan & SANA, 2014).

Ramsar Convention on Wetlands: Ramsar Convention on the security of wetlands of worldwide significance particularly the Waterfall is the global tradition 2/2/1971 received in the Iranian city of Ramsar. The extended extent of the Convention incorporates every single ecological direction on Wetlands. The Convention went into constrain in 1975. UNESCO has oversight of the tradition and the central station of the Permanent Secretariat of the Convention is in the city Gland, Switzerland. The Great Jamahiriya on 16/6/2000 turned into a gathering to the Convention (Abdulmaula & Mahmoud,2008).

The tradition has assigned a unique panel for States of the Mediterranean bowl (Commission on the Mediterranean Wetlands MEDWET) which organizes the work of nations in the area and is headquartered in city of Athens, Greece. A proposition has been made for help of specialists from (MEDWET) to start the national stock of wetlands regions (Abdulmaula & Mahmoud,2008).

CHAPTER III
METHODS

This section of the study explains the model, data gathering tool, applying the data gathering tool and data analysis of the study which has been conducted to determine, "Environmental Education at Basic and Primary Schools in Tripoli - Libya ".

3.1. Research Model

In the study conducted to determine environmental education at basic and primary school levels in Libya and effects on pupils. More precisely, aims to describe environmental education in our society and challenges in general education system. The study is based on a field work carried out in Tripoli district, Libya in 2016. In order to make study more reliably, methods that were applied in experimental part of research were qualitative such as questionnaire, participating observation, focus groups, and informal talks. the data involved in study of textbooks, and curriculums, books, articles, internet sources, reports and studies of environmental education.

Scan researches are conducted with the aim to gather the date about significant aspects of a group (Büyüköztürk et al., 2009). According to Karasar (1999), scan models are the research approaches aiming to describe a situation, in the past or still happening, as the way it is.

3.2. Participants and Sample

The population of this study 400 students at basic and primary schools students in Libya academic year 2016, The sample were from the city of Tripoli, where four schools for boys and girls in the city of Tripoli the questionnaire was distributed on all classes in basic and primary schools.

Table 3: The Status of The Participants

Participants	No. of The Students
Boys	215
Girls	185
Total	**400**

3.3. Data Gathering Tools

In this research, the "Personal Information", “Environmental Attitudes – Behavior Scale Test" and “Environmental Knowledge and Information Test” was used as the data collection tool.

3.4. Scoring Scale Classification Of The Substance

The levels of Basic And Primary School students participating in this research about environmental education were revealed and interpreted in regards to the survey questions.

3.5. Analyses That Was Performed

The data obtained from the surveys were evaluated in computer environment by using SPSS 20.0 program. While determining whether their awareness level change according to their genders about the attitude and behaviors of environmental protection of the students from Libya in this study, the questions of the scale for environmental protection have been created based on expert opinion and literature review. Then, analysis by descriptive method research

3.6. Research Ethics

The research to be valid and reliable, and science throughout the process research ethics has been considered. of the people interviewed thought is given to direct quotations. This excerpts are presented at the bottom of the issues managed in research. Researchers have endeavored to demonstrate an objective attitude during negotiations and to influence participants were required to exhibit works behavior.

CHAPTER IV

FINDINGS AND COMMENTS

This section consists of the results where research findings are assessed and suggestions about similar researches that could be carried out in this field.

4.1. Analyses of Demographic Information

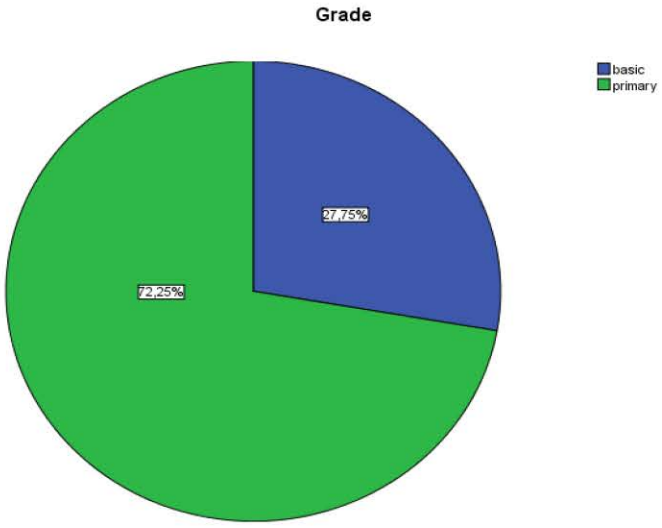
The findings and comments with regard to the questions about demographic features are given as follows:

Table 4: Distribution of Sampling According to Grade

Grade	Frequency	Percent
Basic	111	27,7
Primary	289	72,2
Total	**400**	**100,0**

As it can be seen in Table 4, 27% of the participants are receiving basic education and 72% of them are taking primary education. We can see in the distribution of exemplary according to education that primary education receivers are more than those receiving basic education.

Figure 3. Distribution of Exemplary According to Level of Educational



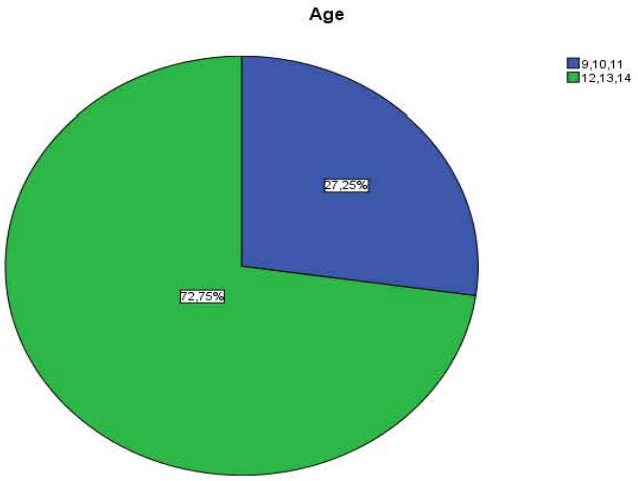
As it can be seen in Figure 3, we can see that the majority of participants of the research have primary level.

Table 5. Distribution of Sampling According to Age

Age	Frequency	Percent
9-10-11	109	27,3
12-13-14	291	72,8
Total	**400**	**100,0**

As it is clearly stated in Table 5, 27,3% of the participants are between the ages 9-10-11, while 72,8% of them are between 12-13-14. We can see that the distribution of exemplary according to age the participants between the ages 12-13-14 are more than those between 9-10-11.

Figure 4. Distribution of Exemplary According to Age



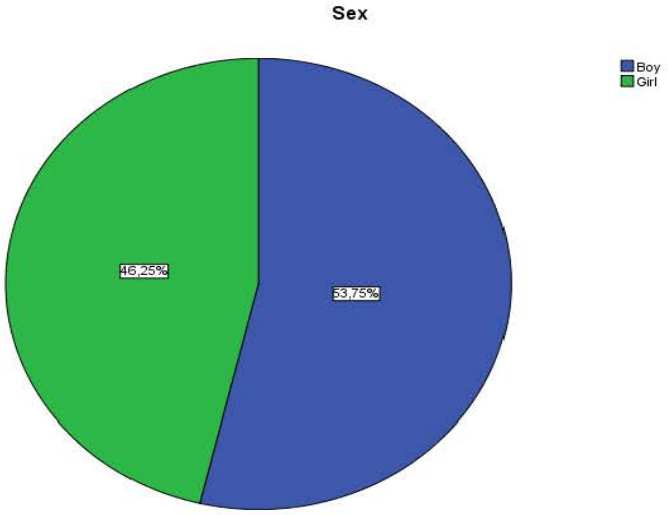
As it can be seen in Figure 4, we can see that age of participants is mostly between 12-13-14 in the distribution according to age.

Table 6. Distribution of Sampling According to Gender

Gender	Frequency	Percent
Male	215	53,8
Female	185	46,3
Total	**400**	**100,0**

As it can be seen in Table 6, 53,8% of the participants are males, while 46,3% of them are females. We can see that the distribution of the exemplary according to sex the number of males is greater than females.

Figure 5. Distribution of the Exemplary According to Sex



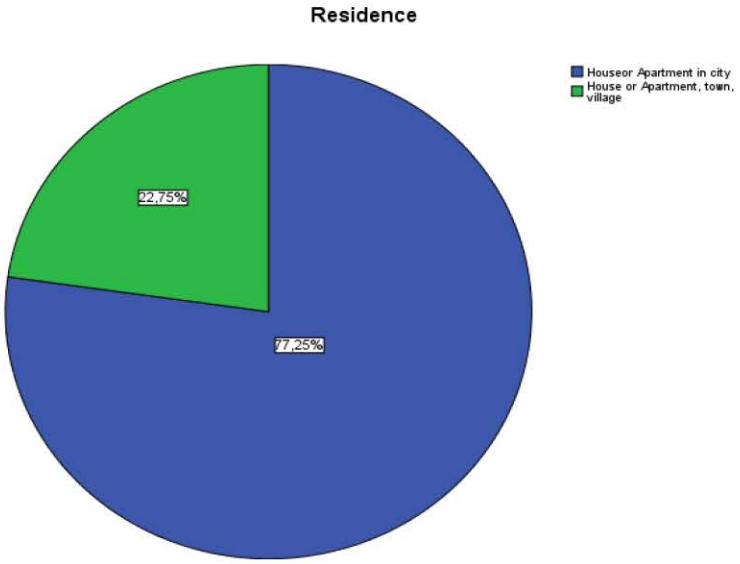
As it can be seen in Figure 5, we can see that the majority of participants of the research are males in the distribution according to gender.

Table 7. Distribution of Sampling According to Residence

Residence	Frequency	Percent
Apartment in city	309	77,3
Houses in village	91	22,8
Total	**400**	**100,0**

As it can be seen in Table 7, 77,3% of the participants live in apartments in city center, while 22,8% of them live in villages according to residence. We can see that those who live in apartments in city centers are more than those live in villages in the distribution of exemplary according to residence.

Figure 6. Distribution of Exemplary According to Place of Residence



As it can be seen in Figure 6, we can see that the apartments in city centers constitute the majority in the distribution of participants according to place of residence.

4.2. Findings Based on Problem Statements

Whether or not there is a significant difference in test results applied to determine consciousness, attitudes and behaviours of the participants is given in the following:

Table 8. Do You Recycle or Your Parents Recycle?

Answers	Frequency	Percent
Yes	104	26,0
No	296	74,0
Total	**400**	**100,0**

Considering Table8, the participants forming the exemplary answered as %26 *"yes" and* %74 *"no"* the question *"Do You Recycle or Your Parents Recycle?"*. Considering the answers given by the participants, we can see that they are mostly *"no"* with 70%. This answer demonstrates that the participants forming the sampling have knowledge about recycling.

Table 9. Briefly Answer Why Do You Recycle or Don't Recycle Waste?

Answers	Frequency	Percent (%)
To preserve environment	116	29,0
To reduce waste	143	35,8
We do not have places to recycle waste	141	35,3
Total	**400**	**100,0**

Considering Table 9, in relation to the question *Briefly Answer Why Do You Recycle or Don't Recycle Waste?",* 29% of the participants forming the exemplary answered *"to preserve environment"*, %35,8 *"to reduce waste", and* %35,3 *"we do not have places to recycle waste.* Considering the answers given by the participants, we can see the majority in *"to reduce waste"* with %35,8. This answer shows that the participants forming the exemplary have environmental awareness.

Table 10. Have You Chosen Extra Curricular Activity At School / Outside School?

Answers	Frequency	Percent
Yes if yes, what kind is this activity	90	22,5
No	310	77,5
Total	**400**	**100,0**

As it can be seen in Table 10, regarding the question *Have You Chosen Extra Curricular Activity At School or Outside?",* out of the participants forming the exemplary 22,5% answered as *yes if yes, what kind is this activity", and* %77,5 as *"no"*. Considering the answers given by the participants, we can see mostly the option *"no" with 77,5%,* namely they do not participate in any activity outside school. We can say that some of the participants are weak in participating in activities considering this answer.

Table 11. How in Your Opinion Could Libya Help to Take Care More of Natural Environment?

Answers	Frequency	Percent
The government responsible	153	38,3
The ministry of agriculture	110	27,5
The ministry of education	137	34,3
Total	**400**	**100,0**

Considering Table 11, in relation to the question *"How in Your Opinion Could Help Libya To Take Care More of Nature Environment?"* out of the participants forming the exemplary 38,3% answered as *"the government responsible"*, 27,5% *"the ministry of agriculture"*, 34,3% *"the ministry of education"*. We can see that *"the government responsible" option constitutes the majority with 38,3%* considering the answers of participants.This answer shows that participants have knowledge about protecting the environment, but they say that protection of the environment is the responsibility of the government.

Table 12. Distribution of the Participants According to Their Answers for Consciousness Questions

Grades	Questions	Answers	Number of Students	Percent (%)
Basic	Do You or Your Parents Recycle?	No	296	74,0
Primary	Briefly Answer Why Do You Recycle or Don't Recycle Waste?	To Reduce Waste	143	35,8
Basic	Have You Chosen Extra Curricular Activity At School / Outside School?	No	310	77,5
Primary	How in Your Opinion Could Libya Help to Take Care More of Natural Environment?	The Government Responsible	153	38,3

We can see in Table 12 that students who attend preschool education say *"No"* mostly considering their answers for consciousness questions. This result shows that preschool students do not have sufficient consciousness.

Nevertheless, considering the answers given by students attending preschool education for the consciousness questions, the participants expressed their opinions by answering the questions as *"The Reduce Waste"* and *"The government Responsible"*. Considering these results, we can say that students attending preschool education have knowledge.

Table 13. Have You Picked Litter from the Public Place?

Answers	Frequency	Percent
Sometimes	199	49,8
Always	84	21,0
Often	51	12,8
Never	66	16,5
Total	**400**	**100,0**

Considering Table 13, for the question *"Have You Picked Litter From The Public Place?"*, out of the participants forming the exemplary 49,8% answered as *"sometimes"*, 21% *"always"*, 12,8% *"often"*, 16,5% *"never"*. Considering the answers given by the participants, we can see the majority in *"sometimes"* with 49,8%. For this answer, we can say that participants have environmental consciousness, but they sometimes may have to throw their litters into the ground when there is no litter basket in open areas.

Table 14. Briefly Answer Why DoYou or Do Not You Buy Water in Plastic Bottles?

Answers	Frequency	Percent
To keep clean my town	221	55,3
I am not responsible	179	44,7
Total	**400**	**100,0**

Considering Table 14, for the question *"Briefly Answer Why Do You or Do Not You Buy Water in Plastic Bottles?"*, out of the participants forming the exemplary 55,3% answered as *"to keep clean my town" and* 44,7% *"I am not responsible"*. Considering the answers given by the participants, we can see the majority in *"to keep clean my town"* with 55,3%.This answer shows that the participants have environmental awareness.

Table 15. Do You Use Bags for Shopping?

Answers	Frequency	Percent
Yes, I use plastic bags	121	30,3
Yes, I use fabric bags	37	9,3
Yes, I use paper bags	28	7,0
No, I buy new one every time	214	53,5
Total	**400**	**100,0**

Considering Table 15, for the question *"Do You Reuse Bags for Shopping?"*, out of the participants forming the exemplary 30,3% answered as *"Yes, I reuse plastic bags"*, 9,3% *"Yes, I reuse fabric bags"*, 7% *"Yes, I reuse paper bags"*, 53,5% *"No, I buy new one every time"*. Considering the answers given by the participants, we can see the majority in *"No, I buy new one every time"* with 53,5%.This answer shows that the participants have environmental knowledge but do not care about it.

Table 16. How Often Do You Use Bicycle?

Answers	Frequency	Percent
Everyday	46	11,5
Once a week	25	6,3
Few times a month	38	9,5
Few times a year	65	16,3
Only in summer time	74	18,5
I don't use a bike	152	38,0
Total	**400**	**100,0**

Considering Table 16, for the question "*How Often Do You Use Bicycle*?", out of the participants forming the exemplary 11,5% answered as "*everyday*", 6,5% "*few times a month*", 16,3% "*few times a year*", 18,5% "*only in summer time*", 38% *"I don't use a bike"*. Considering the answers given by the participants, we can see the majority in "*I don't use a bike*" with 38%.This answer shows us that the participants want to use bike but they cannot use it. We can show the reason as the roads are not convenient for using bike.

Table 17. For What Purpose Do You Use Bicycle?

Answers	Frequency	Percent
Play	115	28,8
Sport	111	27,8
As Transport	61	15,6
Bicycle	113	27,8
Total	**400**	**100,0**

Considering Table 17, for the question "*For What Purpose Do You Use Bicycle*?", out of the participants forming the exemplary 28,8% answered as *"play*", 27,8% *"sport*", 15,6% *"as transport*", 27,8% *"bicycle*". Considering the answers given by the participants, we can see the majority in "*play*" with 28,8%.This answer shows us that the participants use bike only for fun due to the fact that there is no convenient road for using bike.

Table 18. From Which of Those Sources You Know about Nature?

Answers	Frequency	Percent
Most important	256	64,0
Important	128	32,0
Less important	16	4,0
Total	**400**	**100,0**

Considering Table 18, for the question "*From Which of Those Sources You Know about Nature?*", out of the participants forming the exemplary 64% answered as "*most important*", 32% "*important*", 4% "*less important*". Considering the answers given by the participants, we can see the majority in *"most important"* with 64%.Considering this answer, we can say that participants have very important information about the nature.

Table 19. Comparison of Students' Attitudes Attending Pre-school and Kindergarten Education.

Grades	Questions	Answers	Number of Students	Percent (%)
Primary	Have you picked litter from the public place?	Sometimes	199	49,8
Primary	Briefly answer why do you buy or do not buy water in plastic bottles?	To keep clean my town	221	55,3
Basic	Do you use bags for the shopping?	No, I buy new one every time	214	53,5
Basic	How often do you use bicycle?	I don't use a bike	152	38,0
Basic	For what purpose do you use bicycle?	Play	115	28,8
Primary	From Which of Those Sources You Know about Nature?	Most important	256	64,0

Considering Table 19 and when we compare environmental attitudes of students attending kindergarten education, we can see that they are higher than the attitudes of students attending preschool education.

Table 20. Write From Which Sources Do You Mostly Get Information about Nature, Ecology?

Answers	Frequency	Percent
Geographic	225	56,3
Sciences	175	43,8
Total	**400**	**100,0**

As it can be seen in Table 20, for the question "*Write From Which Sources Do You Mostly Get Information about Nature, Ecology?*", out of the participants forming the exemplary 56,3% answered as "*geographic*", and 43,8% "*sciences*". Considering the answers given by the participants, we can see the majority in *"geographic"* with 56,3%.Considering this result, we can say that they obtained such information about the nature and ecology from their geography books.

Table 21. Do You Attend Ecological / Environmental Events?

Answers	Frequency	Percent
Sometimes	178	44,5
Always	58	14,5
Often	36	9,0
No	128	32,0
Total	**400**	**100,0**

Considering Table 21, for the question *"Do You Attend Ecological / Environmental Events?"*, out of the participants forming the exemplary 44,5% answered as *"sometimes"*, 14,5% *"always"*, 9% *"often"*, 32% *"no"*. Considering the answers given by the participants, we can see the majority in *"sometimes"* with 44,5%.Considering this answer, we can say that the participants take part in activities arranged for the environment.

Table 22. Rank Those Ecological Issues

Answers	Frequency	Percent
No answer	7	1,8
Deforestation	368	92,0
The depletion of ozone layer	25	6,3
Total	**400**	**100,0**

As it can be seen in Table 22, for the question *"Rank Those Ecological Issues"*, out of the participants forming the exemplary 1,8% answered as *"no answer"*, 92% *"deforestation"*, 6,3% *"the depletion of zone layer"*. Considering the answers given by the participants, we can see the majority in *"deforestation"* with 92%. Considering the question about the issue, we can see that participants specify as one of the reasons of environmental problems to be deforestation. This answer shows that the participants have environmental awareness.

Table 23. List Local and Global Ecological Issues You Know

Answers	Frequency	Percent
I don't know	127	31,8
Climate change and etc.	128	32,0
We don't learn yet	135	33,8
Save energy	10	2,5
Total	**400**	**100,0**

Considering Table 23, for the question "*List Local and Global Ecological Issues You Know*", out of the participants forming the exemplary 31,8% answered as "*I don't know*", 32% "*climate change and etc.*", 33,8% "*we don't learn yet*", 2,5% "*save energy*". Considering the answers given by the participants, we can see the majority in "*we don't learn yet*" with 33,8%.Considering these answers, we can see that participants have not yet learned about global environmental problems.

Table 24. Sign Most Interesting Topics with (+) and Least interesting Topics with (-) ?

Answers	Frequency	Percent
Most interesting topics	207	51,8
Least interesting topics	85	21,3
Close	108	27,0
Total	**400**	**100,0**

Considering Table 24, for the question "*Sign Most Interesting Topics with (+) and Least Interesting Topics with (-)*", out of the participants forming the exemplary 51,8% answered as "*most interesting topics*", 21,3% "*least interesting topics*", 27% "*we do not have places to recycle waste*". We can see that the answers of participants are mostly *"most interesting topics"* with 51,8%.

Table 25. Have You Used Advices from School in Your Daily Life at Home?

Answers	Frequency	Percent
Yes, many advices	123	30,8
Yes, some advices	194	48,5
No, there are no conditions for this	25	6,3
No	58	14,5
Total	**400**	**100,0**

Considering Table 25, for the question "*Have You Used Advices from School in Your Daily Life at Home*", out of the participants forming the exemplary 30,8% answered as "*yes, many advices*", 48,5% "*yes, some advices*", 6,3% "*no, there are no conditions for this*", 14,5% "no". Considering the answers given by the participants, we can see the majority in "*some advices"*" with 48,5%.Considering these answers, we can see that the participants apply the information about the environment they learn at school to their daily life too.

Table 26. If You Answered Yes, Please Write What Exactly You Use in Your Daily Life?

Answers	Frequency	Percent
Waste Sorting	110	27,5
Healthy Food	117	29,3
Control Natural	173	43,2
Total	**400**	**100,0**

Considering Table 26, for the question "*If You Answered Yes, Please Write What Exactly You Use in Your Daily Life*", out of the participants forming the exemplary 27,5% answered as "*waste sorting*", 29,3% "*healthy food*", 43,2% "*control natural*". Considering the answers given by the participants, we can see the majority in "*control natural"* with 43,2%.Considering these answers, we can see that participants care much about keeping the environment clean.

Table 27. Briefly Answer Why Do You Buy or Do Not Buy Water in Plastic Bottles?

Answers	Frequency	Percent
Because the plastic bottle is so clean	53	13,3
I can buy it from any shop	84	21,0
I do not like buy the water from out side	263	65,8
Total	**400**	**100,0**

Considering Table 27, for the question "*Briefly Answer Why Do You Buy or Do Not Buy Water in Plastic Bottles*", out of the participants forming the exemplary 13,3% answered as "*because the plastic bottle is so clean*", 21% "*I can buy it from any shop*", 65,8% "*I do not like buy the water from outside*". Considering the answers given by the participants, we can see the majority in *"to reduce waste"* with 65,8%.Considering these answers, we can say that participants have environmental knowledge.

Table 28. How Often Do You Use Public Transport (Bus, Train and Other)?

Answers	Frequency	Percent
Everyday	123	30,8
Once a week	48	12,0
Once a month	33	8,3
Few times a year	78	19,5
I don't use public transport	118	29,5
Total	**400**	**100,0**

Considering Table 28, for the question "*How Often Do You Use Public Transport (Bus, Train And Other)?*", out of the participants forming the exemplary 30,8% answered as "*everyday*", 12% "*once a week*", 8,3% "*once a month*", 19,5% "*few times a year*", 29,5% *"I don't use public transport"* . Considering the answers given by the participants, we can see the majority in "*everyday"* with 30,8%.Considering these answers, we can say that participants use bus, train in their daily life in order to prevent environmental problems.

Table 29. Do You Often Buy Mineral Water in Plastic Bottles?

Answers	Frequency	Percent
Yes	273	68,3
No	127	30,7
Total	**400**	**100.0**

Considering Table 29, for the question *"Do You Often Buy Mineral Water in Plastic Bottles?"*, out of the participants forming the exemplary 68,3% answered as *"yes"* and 30,7% *"no"*. Considering the answers given by the participants, we can see the majority in *"yes"* with 68,3%.Considering these answers, we can see that participants mostly use plastic bottles because they do not know that they are very harmful to the environment.

Table 30. Comparison of Behavioural Levels of Students' Attending Pre-school and Kindergarten Education According to Grade

Grades		Questions	Answers	Number of Students	Percent (%)
Behabiour	Basic	Have you used advices from school in your daily life at home?	Yes, some advices	194	48,5
	Basic	If you answered yes, please write what exactly you use in your daily life?	Control natural	173	43,2
	Primary	Briefly answer why do you buy or do not buy water in plastic bottles?	I do not like buy the water from out side	263	65,8
	Basic	How often do you use public transport (bus, train and other)?	Everyday	123	30,8
	Primary	Do you often buy mineral water in plastic bottles?	Yes	273	68,3
	Primary	Have you picked litter from the public place?	Sometimes	199	49,7
	Primary	Briefly answer why do you take or do not take other litters?	To keep clean my town	221	55,3
	Primary	Do you reuse bags for the shopping?	No, I buy new one every time	214	53,4
	Basic	How often do you use bicycle?	I don't use a bike	152	38,0

Attitude	Primary	Have you chosen extra-curricular activity at school / outside school?	No	310	77.5
	Primary	From which of those sources you know about nature?	Most important	256	64,0
	Basic	Who in your opinion, could help and/or promote Libya to take care more of nature/environment?	The government responsible	153	38,3

Considering Table 30, we can see that there are differences when environmental behaviours of both students attending kindergarten education and students attending preschool education are compared. Considering environmental awareness, we can see that there is little difference on environmental awareness of both students attending kindergarten education and students attending preschool education.

When behaviour and awareness levels of participants are compared separately according to grades, we can see that students attending kindergarten education have less than students attending preschool education.

Table 31. Comparison of Behavioural Levels of Students' Attending Pre-school and Kindergarten Education According to Age

Age		Questions	Answers	Number of Students	Percent (%)
Behabiour	Basic	Have you used advices from school in your daily life at home?	Never	66	16,5
	Primary	If you answered yes, please write what exactly you use in your daily life?	Waste Sorting	110	27,5
	Basic	Briefly answer why do you buy or do not buy water in plastic bottles?	Because the plastic bottle is so clean	53	13,3
	Basic	How often do you use public transport (bus, train and other)?	Once a month	33	8,3
	Primary	Do you often buy mineral water in plastic bottles?	No	127	31,7
Attitude	Basic	Have you picked litter from the public place?	Often	51	12,8
	Primary	Briefly answer why do you take or do not take other litters?	I am not responsible	179	44,7
	Basic	Do you reuse bags for the shopping?	Yes, I reuse paper bags	28	7,0
	Basic	How often do you use bicycle?	As Transport	61	15,6
	Primary	Have you chosen extra-curricular activity at school / outside school?	Yes if yes, what kind is this activity	90	22.5
	Basic	From which of those sources you know about nature?	Less important	16	4,0
	Primary	Who in your opinion, could help and/or promote Libya to take care more of nature/environment?	The ministry of agriculture	110	27,5

Considering Table 30, we can see that there are differences when environmental behaviours of both students attending kindergarten education and students attending preschool education are compared according to age.We can say that environmental

behaviours of students attending kindergarten education are more outstanding than students attending preschool education.

When environmental awareness levels of participants are compared, we can say again students attending kindergarten education have more difference levels than students attending preschool education.

Table 32. Comparison of Behavioural Levels of Students' Attending Pre-school and Kindergarten Education According to Gender

Gender		Questions	Answers	Number of Students	Percent (%)
Behabiour	Primary	If you answered yes, please write what exactly you use in your daily life?	Waste Sorting	110	27,5
	Basic	Briefly answer why do you buy or do not buy water in plastic bottles?	Because the plastic bottle is so clean	53	13,3
	Primary	Do you often buy mineral water in plastic bottles?	No	127	31,7
Attitude	Basic	Have you picked litter from the public place?	Often	51	12,8
	Primary	Briefly answer why do you take or do not take other litters?	I am not responsible	179	44,7
	Primary	Have you chosen extra-curricular activity at school / outside school?	Yes if yes, what kind is this activity	90	22.5
	Primary	Who in your opinion, could help and/or promote Libya to take care more of nature/environment?	The ministry of agriculture	110	27,5

Considering Table 32, we can see that both environmental behaviours and difference levels of preschool students are higher than kindergarten students when their environmental behaviours and awareness levels are compared according to gender.

Table 33. Distribution of Pre-school and Kindergarten Students According to Their Knowledge Levels on Environmental Behaviours and Awareness

Questions	Answers	Number of Students	Percent (%)
Do you recycle or your parents recycle?	No	296	74,0
Write from which sources do you mostly get information about nature, ecology?	Geographic	225	56.3
Do you attend ecological / environmental events?	Sometimes	178	44.5
Rank those ecological issues	Deforestation	368	92,0
List local and global ecological issues you know	Climate change and etc	128	32,0
Briefly answer why do you or don't you recycle waste?	We do not have places to recycle waste	296	74,0
Sign most interesting topics with (+) and least interesting topics with (-)	Most interesting topics	264	66,0

Considering Table 33, the rates of answers obtained from participants with regard to the following questions are: 74,0% for *"Do you recycle or your parents recycle?" "No"*, 56,3% for *"Write from which sources do you mostly get information about nature, ecology?" "geographic"*, 44,5% for *"Do you attend ecological / environmental events?" "Sometimes"*, 92% for *"Rank those ecological issues" "Deforestation", 32% for "List local and global ecological issues you know?" "Climate change and etc.*", 74% for *"Briefly answer why you recycle or don't recycle waste?" "We do not have places to recycle waste"*, 66% for *"Sign most interesting topics with (+) and least interesting topics with (-)" "Most interesting topics"*. Considering these results, we can say that students have sufficient knowledge about environmental behaviour and awareness.

Table 34. Difference of Knowledge Levels of Pre-school and Kindergarten Students on Environmental Behaviours and Awareness According to Gender

	Sex	N	Article Number	Average	SS	p
Environmental Awareness	Male	215	7	15,82	5,43	.003
	Female	185		17,53	4,46	
						p<0,05
	Total	400		19,63	5,07	
Environmental Behaviour	Male	215	5	13,43	4,27	.000
	Female	185		11,67	3,72	p<0,05
	Total	400		15,36	4,27	

In Table 34, it is clear that there is a significant difference between genders of students attending pre-school and kindergarten education when their total scores on environmental awareness and environmental behaviours are evaluated ($p<0,05$).

According to the results obtained about the knowledge, attitude and behaviour of Libyan students at basic and primary schools towards the environmental education there was highly significant difference between the two levels and there should be an educational training with regard to this issue.

CHAPTER V
CONCLUSION AND RECOMMENDATION

The findings obtained as a result of the research focused and debated in this section.

5.1. Conclusion

We can see from Table 27 that there are differences when environmental behaviours of both students attending kindergarten and preschool education are compared. Considering environmental awareness, we can see that there is little difference on environmental awareness of both students attending kindergarten education and students attending preschool education. When behaviour and awareness levels of participants are compared separately according to grades, we can see that students attending kindergarten education have less than students attending preschool education. The results of studies conducted on different exemplary groups both at home and abroad demonstrate that awareness regarding the environment and environmental issues are below the desired level which is similar to the results of this study (Shobeiri, Omidvar&Prahallada, 2007; Hassan, Juahir&Jamaludin, 2009; Ahuja, 2010; Hassan, Noordin and Sulaiman, 2010; Larijani, 2010; Aminrad, Zakaria&Hadi, 2011).

We can see in the research that there are differences when environmental behaviours of both students attending kindergarten education and students attending preschool education are compared according to age. We can say that environmental behaviours of students attending kindergarten education are more outstanding than students attending preschool education. When environmental awareness levels of participants are compared, we can say again students attending kindergarten education have more difference levels than students attending preschool education. Uzun (2007) also obtained the same result in his study.

It is clear that there is a significant difference between genders of students attending pre-school and kindergarten education when their total scores on environmental awareness and environmental behaviours are evaluated (Table 31). This result shows parallelism with the results of the studies conducted by Kaya,

Akıllı ve Sezek (2009)., Çabuk ve Karacaoğlu (2003)., Gündüz, Dağlı ve Aslanova (2015)., Kesicioğlu ve Alisinanoğlu (2009).

When environmental behaviours and awareness levels of pre-school and kindergarten students were compared, significant differences were found. Considering these results, we can say that students have sufficient knowledge about environmental behaviour and awareness. In some environmental researches that were conducted by many researchers before, similar values to this result were obtained (Altınöz, 2010; Kışoğlu, 2009; Kibert, 2000; Karatekin, 2011; Gündüz et al, 2015).

As a consequence, it was detected that students are not well aware of the issues regarding the environment as expected. Surely, it will be possible to identify environmental problems and resolve them by only being aware of them. Because it is not possible to expect such individuals to be aware of environmental problems, to be sensitive against such problems and to change their behaviours that may cause problems. That is why it is thought to be one of the prerequisites of dealing with environmental problems to determine and increase awareness levels of individuals about the environment and environmental problems.

5.2. Recommendation

The following suggestions are made in light of the data obtained from the research;

- Education seminars can be arranged and made available for teachers regarding "Environmental Education Program" and the use of materials in pre-school educational institutions. The participation of students to scientific students should be ensured and the issues like environmentally harmful chemical substances, benefits of public transport vehicles in terms of environment, classification of litters and recycling bins firstly should be included in these studies.

- Environmental education should be included in formal education programs. At least teachers and administrators should be informed about air, water, ecological balance and especially soil pollution, and scientific activities regarding environmental sensitivity should be provided in accordance with all education levels.

- Certain researches investigating the relationship between environmental awareness of pre-school children and educational environment provided at home and attitudes regarding environment based skills of their parents can be conducted.

- Accordingly, "projects for environment-based educational situations" supporting environmental awareness can be prepared and conducted with pre-school children.

- Due to the fact that environmental education has an aspect comprising every segment of society, it can be ensured to be integrated in all types and levels of education. Environmental education should be carried out in a mentality to direct applied activities as well as theoretical knowledge on environmental education for contributing the formation of knowledge, skills, attitudes and values in individuals towards environment. The sensitivity of children and their families on this issue should be supported by arranging activities and studies about ecology from young ages. Furthermore, collaboration should be made with civil society institutions in developing environmental sensitivity.

- Approaches like family education, family participation, school-family cooperation should be included in environmental education studies in pre-school periods. Longitudinal studies where the results of environmental education programs to be given to little children are monitored in a wide time interval should be conducted.

- Environmentalist preschools should be increased and school concept having environmentalist perspective should be spread and encouraged by various applications.

- One of the important points is that we should do more research about environmental education at basic school in English research because there is a few especially in Libya.

- To be successful, we need to apply the basic and primary school into the environmental education more in that to transfer their knowledge by positive action in the lifestyle.

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Appendix-1

Personal Information Form And Questionary

Dear Students,

Thank you for your participation. This survey is related to a scientific study. As a result, you will not be given any grades. Therefore, please do not write your name. Please read the questions carefully and answer them sincerely. The survey should take no longer to complete.

Isam Fathi Laama
Master Student

1. Grade

2. Age: 9 --- 10 ----11---- 12 ----

3. Sex: Girl ------- Boy --------

4. Residence: city:---------- Not city (small town, village): ---------

Apartment -------- **Apartment ---------**

House ---------- **House ----------**

5. Do you, your parents recycle?

- ☐ Yes (go to the question 5.1 and 5.2)
- ☐ No (go to the question 6)

5.1. Mark waste you recycle: (you may mark few answers)

- ☐ Glass
- ☐ Plastic
- ☐ Metal

- Paper/carton paper
- Green waste (garden and kitchen waste)
- Hazardous waste (batteries, drugs, old fat, chemical products and etc.)
- Electronic waste
- Bulky waste (furniture, tires and etc.)

5. 2 How long you recycle waste?

- Just started
- 1 – 3 years
- 3 – 5years
- Longer than 5 years

6. Briefly answer why you recycle or don‘t recycle waste?

- To preserve environment
- To reduce weast
- we do not have places to recycle weast

7. Have you picked litter from the public place? (e.g. street, wayside, the outer wood, beach)

1. **Sometimes** -------- **2. always** ------- **3. often never** ---------

8. Briefly answer why do you take or do not take ‚others‘ litter?

- To keep clean my town
- I am not responsible

9. Do you reuse bags for the shopping? (you may mark few answers)

- Yes, I reuse plastic bags
- Yes, I reuse fabric bags
- Yes, I reuse paper bags
- No, I buy new one every time

10. Do you often buy water/mineral water in plastic bottles?

- Yes
- No

11. Briefly answer why do you buy or do not buy water in plastic bottles?

- Because the plastic bottle is so clean
- I can buy it from any shop
- I do not like buy the water from out side

12. How often do you use public transport (bus, train and other)?

- Every day
- Once a week
- Once a month
- Few times a year
- I don't use public transport

13. How often do you use bicycle?

- Every day
- Once a week
- Few times a month
- Few times a year
- Only in summer time
- I do not use a bike (go to question 14)

13.1 For what purpose do you use bicycle?

- Play
- Sport
- As Transport
- Bicycle

14. Have you chosen extracurricular activity at school/outside school related with ecology, nature?

- Yes If yes, what kind is this activity?
- No

15. Where and for what purpose you spend time in nature: (the place write in the abstract, for instance in the forest, near the water, mountains, field and the like)

- Near the water
- Forest
- Near Mountains

16. Write from which sources do you mostly get information about nature, ecology:

- Geographic

- Sciences

17. Do you attend ecological/environmental events?

- Sometimes
- Always
- Often
- No (go to question 18)

17.1 If you answered yes, then who encourages you to attend those events?

- Teachers
- Friends
- family members
- I do it by myself

18. Have you used advices from school in your daily life at home? (for instance: waste sorting, energy saving, healthy food, observation of nature and etc.)

- Yes, many advices
- Yes, some advices
- No, there are no conditions for this
- No

18.1 If you answered yes, please write what exactly you use in your daily life?

- Waste Sorting
- Healthy Food
- Control Natural

19. Rank those ecological issues from 1 to 7, when 1 is most important and 7 is least important:

- Deforestation
- The depletion of ozone layer
- Climate change/global warming
- Transport
- Water pollution
- Growth of population
- Acid rain
-

20. From which of those sources you know about the nature are?

(Rank in order of importance from 1 to 3, when 1 – most important, 2 – important, 3 – less important) .

Most interesting to learn	**Most valuable to learn**
□ Parents/relatives	□ Parents/relatives
□ Friends	□ Friends
□ Teachers	□ Teachers
□ Television	□ Television
□ Advertisements	□ Advertisements
□ Newspapers/magazines	□ Newspapers/magazines
□ Articles from internet	□ Articles from internet
□ Social Websites	□ Social Websites
□ Books	□ Books
□ Textbooks	□ Textbooks

21. List local and global ecological issues you know:

- □ No answer
- □ Deforestation
- □ The depletion of ozone layer

22. Sign most interesting topics with '+' and least interesting topics with '- '

Biology	**Geography**
Cell ( )	**Derivation of Earth, inside and outside ( )**
Main ( )	**Organism functions Weather and climate ( )**
Genetics of organisms, evolution ( )	**Geography of continents ( )**
Human health ( )	**Geography of Libya ( )**
Human ecology and environment ( )	**Agriculture, energy and food resources ( )**
	World's social economic development ( )

English	**Chemistry**	**Physics**
Personal identity, home	**Nonmetals (O, H, S, N)**	**Mechanic**
Health	**Living and non-living**	**Electricity**
electromagnetism		
Daily life and work	**nature's compounds (Si, C)**	**Magnetism**
Leisure time	**Chemistry of carbon's**	**Light propagation**
Reflection		
Travels, transport, holidays	**Compounds (organic**	**Optical device**

	chemistry)	
Food and drinks	**Chemistry and environment**	**Structure of atom, nuclear**
Environment, nature		**Energy**
Media, computers		**Molecular physics**
Political, social issues		**Astronomy**

23. Who and/or what, in your opinion, could help and/or promote Libya to take care more of nature/environment?

- The government responsible
- The ministry of agriculture
- The ministry of education

Curriculum Vitae

My name is Isam Fathi LAAMA, I was born in 25/09/1985 in Libya on the city of Tripoli. In 1999, I started high school and completed in 2001, and began to study at the Higher and Intermediate Institute of Agricultural Technology of Ghiran in 2002-I started study at Department of Agricultural Sciences Technology I a degree in Higher Diploma in 2006. I got my high rate during the study of all classes at that study. in 2007 I started the job as Teaching assistant at the same Institute, I have opportunity to compleat my study for a master's degree. So, I travel to the UK to receive a good education in English for one year after that I came to the Republic of Northern Cyprus to get a good education in this country. My Master was began in (2015-2016) at the field of management science and environmental education. I started in the management of environmental education at Near East University.

Thesis

Yazar Isam Laama

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Thesis

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