

Evaluating the Effectiveness of Television as a Method for Environmental Education Resources for Teachers

Elham Koohi, Seyed Mohammad Shobeiry, Hossein Meiboudi

Abstract— The present study aimed to assess the positive impact of television as a mass medium And yet popular in the development of environmental literacy education as well as the general public, including teachers took the class. The study of the nature and purpose of the applied research method is descriptive survey approach. The study population consisted of all teachers (male and female) secondary school in Tehran that the volume of 9899 divided the study population using Cochran Formula 370 of them, for example, of the 19 districts of Tehran and the sampling cluster were selected. Data collection, questionnaire content validity of the questionnaire, which utilizes environmental experts and Education, reliability of the questionnaire was confirmed by Cronbach's alpha coefficients were estimated by 0/79. Data analysis using descriptive statistics (frequency, percentage, mean) and inferential tests (two-variable chi-square, gamma and multiple regression) and was conducted through SPSS software. The results showed that there are differences between watching media (television program), and the level of knowledge, attitude, behavior and environmental education teachers, and to confirm assumptions. The multivariate logistic regression analysis also showed, The multivariate logistic regression analysis also shows that due to the multiple correlation coefficient ($R = 0.809$) between the severity of the criterion variables and predictor variables was very strong and effective and Test ($F = 12.839$) with a significance level ($Sig = 0.000$) and the relationship between variables with% 99 confidence error less than %1 is significant.

Index Terms— TV, Media, Environmental education, Teachers, Iran.

1 INTRODUCTION

The natural environment is a haven for all living organisms and ecosystem (Rahimi, 2006). Occurrence of environmental problems and the growing is the issue of economic and social scientists. Increased risk of disease, public debates about declining food security and rising levels of pollution and environmental degradation, is the challenges in the communities. Today, human known as the biggest cause of environmental destruction and changes. In fact, humans are the agents and victims of environmental , The reasons of this case are lack of information, lack of environmental education, environmental attitudes and behavior, lack of responsibility for the environment and related issues and general lack of education and environmental awareness (Barrow, 2001). Environmental literacy or ecological literacy refers to understanding the natural landscapes and intimacy with the natural life. This familiarity requires a holistic approach to environmental issues surrounding Holistic nature of the problem means that the problems can not be examined from large text and other related issues

Alt hough seeing the problems of the entire chain of global ecosystems sake of clarity and simplicity, it seems interesting , However, this simplicity is deceptive, and it does not have any efficiency(Rhadooost ,2008).

As for literacy people , reading and writing ability affect on their identity , those citizens who have environmentally literate also innate the ability to interpret and acting benefit environment (Zokae, 2009). "Palmer and Ryksvn" suggested that Environmental education level is the main causes of environmental education. "Ros" believes that environmental education is made on the basis of ecological patterns (Srbinovski&Ismaili,2010).Environmental educatio has three important parts that include : Knowledge, attitudes and behavior (performance) and Environmental environmental information contain person's knowledge about environmental issues, effective factors in development , problem and information about sth that can do for improving the situationKnowledge is seen as essential to successful activities (Corraliza& Bereguer,2002).

Environmental attitude is as a relatively stable set of feelings, beliefs, preparation the behavior of people and groups, Environment is component of belief systems and emotions, Environmental attitudes is rooted in the value system of people. People's attitudes about environmental issues is based on the value that these people are allowed to self and others , and finally environmental behavior is the set of individual actions towards environment that is in a wide range of

- Elham Koohi, Ma in Education, Curriculum, Payame Noor University, Tehran, Iran. Email: elham.koohi@yahoo.com
- Seyed Mohammad Shobeiry, Associate professor, Department of Environmental Education, Payame Noor University, PO BOX 19395-3697 Tehran, Iran. E-mail: sm_shobeiri@pnu.ac.ir
- Hossein Meiboudi, Ph.D. Student of Environmental Management, Islamic Azad University, Science and Research Branch, Tehran, Iran (Corresponding Author). E-mail: links.state@gmail.com

emotions, desires and special preparation. For better understanding the environmental behavior should examine attitudinal and situational factors and individual abilities and habits in relation to each other (Seif Naraghi & Naderi, 2006). The strategies now to upgrade and enhance the environmental literacy of individuals can be considered, is educating them. Education is one of the most effective ways by which you can increase the public interest. Education is the most basic way in environmental protection, that teaches the best way to present content and implement structural and management activities on environmental awareness. The National Environmental Education Advisory Congress in 1996 in the United States of America environmental education known as a learning process that promotes knowledge, assesses the challenges and will develop the essential skills and fosters the attitude and motivation for making informed decisions and act responsibly. (Sanera, 1998).

Education in all cultural is formal (traditional) and informal (media). Research indicates that today's education through the mass media is more effective than other training. The mass media can be powerful and effective tools in promoting environmental awareness and education of the public, especially training class as well as teachers as one of the main pillars in training system and without their desire, any educational changes will not be successful. Research shows that the first step in the process of environmental education, is achieving information through the media (Ostman & Parker, 1987).

In the study by Jackson (1991) concluded that the media had 87% increasing affect on public awareness compared to other media (Honey & Moorsh, 2000).

Lasvl believes that the most important functions of the media are observing and controlling the environment (gather information about newsworthy events) writing activity (select and interpret information and events) and the intergenerational transmission of cultural and social heritage from one generation to other. The mass media, television has a special place in informal education. Like other mass media television has also some roles and tasks, but because of special points of its image television has superiority over other media. Gerbner (1969) believes that television, in terms of its depth and considerable influence, is a powerful cultural force, television is as a cultural part of society that viewer normally can watch 4 hours T.V in a day. The result of this situation is that television, aside other sources of information and awareness or those sources will set with received information, television according to its image can present a formal training in the field of scientific, technical, agriculture and public to the people. Mainstream media can demonstrate some special experience for some viewers (Danaee, 2009).

Various research studies in America, Great Britain and other countries have shown that visual media (television) modify one's behavior patterns and standards influence group behavior. In the present era of television, as the most general and the most popular mass media, has a major contribution in education and direct and indirect influence on mass culture and spirit, Television is a popular and effective media without any restriction must be able to show the destruction and devastation of the environment (Hartmann, 2007). They have to

present and produce important and effective programs learn to citizens that industrial effluents, sewage, solid waste, environmental, destroy the environment and should present the necessary information and training to the public (Williams & Cary, 2002). Information can be the most clear and important role of mass media toward to environmental problems. Getting environmental information is not only a starting point but is an integral part of the educational process. Today, we have opportunities to acquire the necessary information, values, attitudes and skills to protect and improve the environment that can add the knowledge of the public's curiosity, such as teacher training class about the environment, their active participation provided the field of solving the environmental problems so that people specially training class and research training as teachers, have ability to understand the basic concepts of environment. Knowledgeable and proficient teachers must be emphasis on culture and history of the society that students make accustomed with training in advanced society and in their training have an impact, especially in the field of environmental issues. In the research of Ferdowsi and Rezvani (1386) about the relationship between environmental science and conservation practices, it was clear that the most important variables to predict human behavior, are knowledge and attitudes about the environment. The results showed that, students who have completed courses in environmental have more ecological behavior than others (Ferdowsi & Rezvani, 2007).

Agha Mohammadi (1386) in a study investigated the environmental knowledge and attitudes and skills and overall literacy of environmental education of primary school teachers. The results indicate that the role of the teacher in teaching of appropriate behavior and ecological processes can be a tool for changing attitudes, knowledge and skills that the next generation faces with it (Agha Mohammad & Salehi, 2008). Also Badkvi et al (1379) were studied environmental awareness and knowledge of primary school teachers in Tehran with the aim of assessing the current situation. The results showed that most people with high environmental Alerts are men. Nearly half of the respondents had a bachelor's degree and with increasing level of education, their level of environmental awareness has gone up. Respondents in the experimental course compared to other courses have a higher degree of environmental awareness, since a large percentage of respondents have less general studies in this field, so the information through books and magazines would not be so useful. Also, most of the teachers spend their leisure time with watching television, this media plays a significant role in increasing the awareness of teachers, so that 73.8% of them knew the best method for teaching were broadcasting environment (Badkoobi, 2000).

Chan's examined on environmental attitudes and knowledge of high school students in Hong Kong. In this study concerns of students have explored, Results show that students were extremely concerned about the environment and participate in environmental activities, moreover, girls have higher environmental education toward boys. Television, and school have been the most important sources of their information about the environment (Chan, 2005).

Hence, according to research done , This study examined the positive effects of television on the development of environmental literacy among the general public and educational class and cultured as teachers . And whether the mass media (especially television) can have a positive impact on level of development (knowledge, attitude, behavior) and teachers have environmental and general education or not In this study, four hypotheses were examined :

1-There are related between watching media (TV) and teachers' knowledge of the environment.

2-There are related between watching media (TV) and teachers' attitudes of the environment.

3-There are related between watching media (TV) and teachers' behavior of the environment.

4-There are related between watching media (TV) and teachers' environmental literacy of the environment.

2 METHOD

The study of the nature and purpose of the Applied Research Methods and aims of the study is descriptive survey approach. The population of secondary school teachers in this study is comprised of 19 districts of Tehran city education that according to official figures provided by the Department of Education , this number in Tehran is 9899 people(D.E,2012). Due to extensive statistical population with use of Cochran Formula 370 teachers (male and female) randomly selected as the sample using cluster sampling. At the beginning , Tehran divided into three clusters (North, Central, South) and then two regions randomly selected among North regions 1,4 and center 8,12 and South Zones 15,19 , and 2 schools were randomly selected from each region and the questionnaire was distributed among teachers . Among 370 people in statistical population are 52.4 percent male and 47.6 percent female teachers. Among the SPSS 88.3% of the teachers were married and 63.8% of teachers had bachelor's degree in education with work experience between 10 to 20 years. In Table 1 , distribution of sample separation, sex, education and work experience are given.

TABLE 1
DISTRIBUTION OF SAMPLE SEPARATION, SEX, EDUCATION, WORK EXPERIENCE AND MARRIAGE

| Variable | Class | Frequency | Purity |
|-----------------|----------------|-----------|--------|
| Sex | male | 193 | 52.4 |
| | Female | 175 | 47.6 |
| Marital Status | Married | 325 | 88.3 |
| Education | Bachelor | 231 | 63.8 |
| Work experience | 10 to 20 years | 180 | 49.0 |

Data gathered in this manner is both library and field methods. For gathering the information in library ward , it was needed to take notes from written sources they tried the compilation . Also in the field to assess the level of environmental literacy teachers, has been designed a questionnaire consisting

of 27 items in three levels of knowledge (9 items), attitude (9 items) and environmental behaviors (9 items) using a Likerti scale (agree, agree, disagree, totally disagree) and 6 Question 4 options for the overall assessment of the environmental literacy of teachers. The questionnaire attempts that all desired parameters to be questioned has been developed with regard to the research objectives and questions (hypotheses) research project . To determine the face and content validity of the opinions of experts helped the environment and education and questionnaire used Cronbach's alpha coefficient after making the necessary changes to assess reliability (dependability). The first questions to be answered by 30 teachers to experiment and Cronbach's alpha coefficient was obtained 0.79 . Table 2 shows the Cronbach's alpha coefficient is ecological literacy levels.

TABLE 2
CRONBACH'S ALPHA COEFFICIENT LEVELS OF ENVIRONMENTAL LITERACY TEACHERS

| Variables studied | Number of items | Cronbach's alpha coefficient |
|------------------------|-----------------|------------------------------|
| knowledge | 9 | 0.7444 |
| Attitudes | 9 | 0.7222 |
| behavior | 9 | 0.7363 |
| Environmental Literacy | 9 | 0.8307 |

Research hypotheses were analyzed with the use of descriptive statistics (frequency, percentage, net, median and standard deviation) and inferential test index (gamma test, two-variable chi-square test (chi-square) and multiple regression) and the SPSS software. To investigate the relationship between the dependant variables (knowledge, attitude, behavior) and the overall level of environmental literacy of teachers and the independent variable, was used (Positive effects of television) from the gamma test, two-variable chi-square test (chi-square) the next test (2 x) is a non-parametric test and the aim is examining the values of two variables vary within communities, as well as to examine the combined effects of the variables predict in explaining and predicting the criterion variables with use of multiple regression of the research.

3 RESULTS

The data from this study analyzed both descriptive statistics (frequency, percentage, standard deviation and median) and inferential level (gamma test, two-variable chi-square test (chi-square) and multiple regression) .

In the first part of the descriptive analysis of the data have examined based on teacher watching television as a mass medium in the fourth level of knowledge, attitude, behavior and environmental literacy that in table 3 the results are shown the frequency distribution, percentage, standard deviation and median.

TABLE 3
DISTRIBUTION OF TEACHERS BASED ON THE AMOUNT OF TELEVISION VIEWING

| Items | Frequency | Percent | Stand ard devi- ation | Median |
|-----------|-----------|---------|-----------------------------|--------|
| knowledge | 359 | 97.0 | 4.355 | 29.00 |
| Attitudes | 366 | 98.9 | 3.060 | 34.00 |
| behavior | 360 | 97.3 | 31.00 | 3.380 |
| Literacy | 346 | 93.5 | 94.00 | 8.689 |

The second part is about the statistical analysis of hypotheses. For inferring the assumptions of gamma test were used in chi-square tests two variables (chi-square), and for investigating the effects of predictor variables for explaining and predicting the criterion variables were used multiple regression.

The results indicate that :

TABLE4
THE AMOUNT OF WATCH MEDIA (TV SHOWS) AND TEACHERS' KNOWLEDGE OF ENVIRONMENTAL

| knowled | Amount of mass media watching | | | Total |
|---------|-------------------------------|---------|--------|--------|
| | Low | average | high | |
| Down | 13 | 27 | 15 | 55 |
| | 13.8% | 12.8% | 34.9% | |
| Average | 31 | 79 | 20 | 130 |
| | 33.0% | 37.4% | 46.5% | |
| High | 50 | 105 | 8 | 163 |
| | 53.2% | 49.8% | 18.6% | |
| Total | 94 | 211 | 43 | 348 |
| | 100.0% | 100.0% | 100.0% | 100.0% |

Hypothesis1: Are there any relation between the level of viewing mass media (television programs) and environmental science teachers?

The first hypothesis suggests that there are relation between the level of watching mass media (television programs) and teachers' knowledge of the environment. For investigating this hypothesis, the gamma test was used. The results showed that Gamma = 0.267 and significant level Sig = 0/002. Therefore, according to the obtained results with a confidence level of over 99% can be concluded that there are relations between watching media (TV) and teachers' knowledge of the environment and the mass media, especially television, can have a significant impact on teachers' knowledge of environmental issues and environmental problems so this hypothesis is acceptable. Table 4 represents the amount of watching mass media (television programs) and knowledge of environmental

educators.

TABLE5
LEVEL OF WATCHING MASS MEDIA (TELEVISION PROGRAMS) AND TEACHERS 'S ENVIRONMENTAL ATTITUDES

| attitudes | Amount of mass media watching | | | Total |
|-----------|-------------------------------|---------|--------|--------|
| | Low | average | high | |
| Negative | 13 | 16 | 8 | 37 |
| | 28.9% | 7.6% | 8.0% | |
| Average | 16 | 57 | 30 | 103 |
| | 35.6% | 27.1% | 30.0% | |
| Negative | 16 | 137 | 62 | 215 |
| | 35.6% | 65.2% | 62.0% | |
| Total | 45 | 210 | 100 | 355 |
| | 100.0% | 100.0% | 100.0% | 100/0% |

Hypothesis2: Are there any relations between watching media (television programs) and environmental attitudes of the teachers ?

The second hypothesis suggests that there are relation between the level of watching mass media (television programs) and environmental attitudes of the teachers. For investigating this hypothesis used the gamma test. The test results showed that gamma = 0.207 with a significance level of Sig = 0.024. Thus, according to the results it can be concluded that more than 99 percent level of confidence that there are relation between watching media (television programs) and environmental attitudes of the teachers and the mass media, especially television, can have a significant impact on teachers' positive attitudes towards environmental issues and problems operating it. So when people are more aware of the importance of the environment around him are more sensitive and a more positive attitude to keep it. Table 5 represents the amount of watching mass media (television programs) and environmental attitude is a teacher.

TABLE6
Amount of mass media watching (television programs) and environmental behavior and attitudes of teacher

| behavior | Amount of mass media watching | | | Total |
|----------|-------------------------------|---------|--------|--------|
| | Low | average | high | |
| Down | 12 | 22 | 5 | 39 |
| | 29.3% | 10.5% | 51.5% | |
| Average | 23 | 91 | 46 | 160 |
| | 46.5% | 43.3% | 56.1% | |
| High | 6 | 97 | 48 | 215 |
| | 14.6% | 46.2% | 48.5% | |
| Total | 99 | 210 | 100 | 350 |
| | 100.0% | 100.0% | 100.0% | 100/0% |

Hypothesis3: Are there any correlation between watching media (emphasis on TV) and the environmental behavior of teachers?

The third hypothesis suggests that there is a significant correlation between watching media (TV) and between the level of environmental behavior of teachers. Gamma test was used to check the hypothesis that the results showed that the level of gamma = 0.305 and Sig = 0.000 is significant. Thus, according to the obtained results it can be concluded that there are more than 99 percent level of confidence between watching media (with emphasis on TV) and the teachers environmental behavior and performance. Today, promote and develop favorable attitudes toward environmental protection of natural resources and the environment, should change the behavior and way of life in nature. The mass media, especially television programs can provide the desired positive impact on the performance and behavior of the public, including teachers, in relation to environmental issues and problems . Table 6 represents the amount of watching mass media (television programs) and environmental behavior of teachers.

TABLE7
THE WATCH MASS MEDIA (TV) AND THE LEVEL OF ENVIRONMENTAL LITERACY OF TEACHERS

| Ecological literacy | Amount of mass media watching | | | Total |
|---------------------|-------------------------------|---------|--------|--------|
| | Low | average | high | |
| Negative | 16 | 28 | 14 | 58 |
| | 41.0% | 13.7% | 15.1% | 17.3% |
| Average | 28 | 58 | 46 | 105 |
| | 48.7% | 28.4% | 30.1% | 31.3% |
| Negative | 4 | 118 | 51 | 173 |
| | 10.3% | 57.8% | 54.8% | 51.5% |
| Total | 39 | 204 | 93 | 336 |
| | 100.0% | 100.0% | 100.0% | 100/0% |

Hypothesis 4: Is there a significant correlation between watching media (TV) and environmental literacy?

The results OF fourth hypothesis suggest that there is a significant correlation between watching media (TV) and environmental literacy of teachers . The gamma test was used To investigate this hypothesis, the test results indicate that gamma = 0.276 is with significant level Sig = 0/001. Thus, according to the obtained results it can be concluded that there are more than 99 percent level of confidence between watching media (with emphasis on TV) and the teachers environmental literacy and the mass media, especially television, can be effective in promoting and raising public environmental literacy of class education, as teachers . Table 7 represents the amount of watching mass media (television programs) and educational level of environmental teachers..

TABLE8

RESULTS OF MULTIPLE REGRESSION ANALYSIS OF DATA

| Multiple factor | The coefficient of determination | The correct- ed coefficient of determination | Standard error |
|-----------------|----------------------------------|--|----------------|
| 0.809 | 0.654 | 0.528 | 8.659 |

| | Unstandardized coefficients | Standardized coefficients | T-quantity | Significant level | |
|------------------------------|-----------------------------|---------------------------|------------|-------------------|-------|
| | B | Standar error | Beta | | |
| (Constant) | 8.570 | 53,24 | | 14.756 | 0.000 |
| Amount of television viewing | 0.408 | 1.173 | 0.533 | 7.362 | 0.000 |

Multiple regression results of Table 8 indicate that Due to the multiple correlation coefficient $R = 0.809$ intensity between the criterion variables and predictor variables was very strong and yet effective and test $F = 12.839$ with significant level $Sig = 0.000$ is significant about relationship between variables with 99% confidence error less than 1% , The T-test was calculated according to the variable of watching TV with a 99% confidence level and less than 1% error in the dependent variable and environmental literacy rate is significant with 95% confidence error less than 5% . Beta variable values used about the importance and role of predictive variable in the regression equation for prediction. According to the achieved beta can judge the variable "level of television viewing" has a greater share than the other variables in predictive variable . A single change in the standard deviation caused that standard deviation change as 0.533 of predictive variable of environmental literacy . So according to the results and effective relationship between the criterion and predictor variables can be concluded that national television as a mass medium can effect on increasing (knowledge, attitude, behavior) and environmental literacy of teachers and production environmental programs in this area could be beneficial and effective.

4 CONCLUSION

Today, having a healthy environment is the right of all people in society. In this regard, information and awareness, public participation and comment on environmental issues is necessary. Du to the communication devices and enhanced communications tool , the importance of them is increasing in people's lives . More

information means more power, especially in the field of ecology issues and problems, so people continue to have a greater need to have more information. Media involved all the people just due to the rapid approach of the new method in the learning process. As a result, we have an opportunity to obtain the environmental aspects and make responsible person with the increase of theoretical knowledge, practical knowledge and awareness and changing attitudes of the public. Certainly the accurate knowledge of the capabilities and functions of the media and positive reviews can have a great contribution to the development of knowledge, attitudes, culture and education (especially some education-related issues and environmental issues) cause to promote literacy and environmental awareness of public and environmental compliance issues. Among the mass media TV plays the important role in human life. TV is one of the most effective and most widely messaging devices in the world, people learn through <<observing>>, and can learn and practice it with patterns of many outlets. The media is a tool for matching the attitudes and behavior of the audience. Compared to other media, TV has greater influence on public opinion and behavior of its audience because of the use of visual appeal and artistic, especially education class like teachers, students, professors. The results of this study indicate that a positive effect of the media, especially television is very desirable on improving the level of (knowledge, attitude, behavior).

The first hypothesis suggests that there is a relation between the level of watching mass media (TV) and teachers' knowledge of the environment. The gamma test was used for investigating this hypothesis, the results indicate that there is a positive relationship between teachers' knowledge of the environment and watching media (with emphasis on TV). Therefore knowledge is so important for successful performing of actions. And at higher levels is also required and the mass media, especially television, can have a significant impact on public environmental knowledge specially teachers as a educational class about issues and environmental problems. This results was agree with the result of Badkoobi et al (1379) Research on the Environmental Assessment of knowledge of primary school teachers in Tehran. The results of this study indicate that TV has priority over other media, so that a large percentage of the teachers spent their leisure time watching television. The mass media plays a significant role in increasing the awareness of teachers, so that 73.8% of them like radio and TV are known as the best method of teaching environment. The results of the second hypothesis showed that there are relation between watching media (television programs) and environmental attitudes of the teachers. We used a gamma test to investigate this hypothesis, the results indicate that there are relations between watching media (television programs) and environmental attitudes of the teachers, and the mass media, especially television, have positive impact on teachers' attitudes towards environmental issues and problems.

When people are more aware of the importance of the environment are more sensitive and have more positive attitude to keep it. The results corresponded with the results of the studies (Chan, 2005) that investigate environmental attitudes of 992 high school students in Hong Kong. Their findings show that students were extremely concerned about the environment and want to participate in environmental activities, TV and school were reported as a main source of information

about the environment. The results of third hypothesis suggest that there is a correlation between watching media (TV) and the environmental behavior of teachers. We used a gamma test to investigate this hypothesis, the results showed that there is a correlation between watching media (TV) and the environmental behavior and performance of teachers. Human behavior and lifestyle should change for promoting and developing favorable attitudes toward environmental protection of natural resources and the environment. Hence, the mass media, especially television programs can have a favorable impact on the public, including teachers' performance and positive behavior towards environmental issues and the problems. The result agrees with studies that Ferdowsi and Rezvani (1386) have done research on the relationship between environmental knowledge and environmental protection practices. They believed that the most important variables to predict human behavior is knowledge and attitudes about the environment. Finally, the results of fourth hypothesis indicate that there is a correlation between watching media (television programs) and general environmental literacy teachers. We used a gamma test to investigate this hypothesis, The results showed that there is a correlation between watching media (with emphasis on TV) and environmental education teachers. Thus, the present results indicate a significant positive relationship between the media and the knowledge, attitude and overall environmental and ecological literacy. So, it seems, further strengthen and promote a culture of environmental knowledge and attitude change needs more attention of socialization institutions, including the mass media, especially television. Increasing of radio and television programs in the field of environmental protection, play the environmental disasters of the news media, can improve knowledge of environmental education class citizens, especially those affecting the teachers to be effective. Finally, the culture of the society in the field of environmental protection should be strengthened through the mass media in the country that each Iranian protect the environment. As the protection of the environment is the government's duty, also need to be realistic and informed participation of people, including teachers, who are the next generation of growers.

REFERENCES

- [1] Rahimi ,N." Female , Energy and Environment , Tehran , Publication Designers Padideh printing,printing on page 64,2006.
- [2] Barrow, K ."Principles and Practices of Environmental Management for Sustainable Development (translated by Mehrdad. Andrody), Tehran: Publication of Kongereh,2001.
- [3] Rhadoost, B, " Environmental education in aesthetic, Portal Comprehensive Human Sciences Research Institute for Humanities and Cultural Studies,2008, No. 18pp:11-123.
- [4] Zokaee ,M ." Knowledge and Communication, Center for Research and Training Institute,2009, Washington, 111.
- [5] Srbnovski Erdogan ,M& Ismaili ,M. Environmental literacy in the science education curriculum in Macedonia and Turkey. Procedia Social and Behavioral Sciences 21,2010,pp. 4528-4532.
- [6] Corraliza, J.A & J, Bereguer ." Environment value, beliefs, and actions: A Situational. Journal of Environmental Education,2002, 23, 65-73.

- [7] Seif Naraghi ,M & Naderi, E. " the Human Sciences Research methods emphasize how the valuation of Education, Tehran: Arasbaran,2006 .
- [8] Sanera ,M." Environmental education: Promis and performancellcanadian,journal of Envrinmental education,1998, pp.9-26.
- [9] Ostman ,R& J, Parker ." Impact on education, age, newspapers and television on environmental knowledge, concerns and behaviours.Journal of1987.
- [10] bourne ,H& moorsh ,m." Physical education and sport stanly nationally and locally,2000. Public Health, 120, 1:PP. 1110-1113.of.
- [11] Danaee ,N. " Media Studies, Tehran-based Press Micro,2009, Page 273.
- [12] Hartmann ,F. What is the Presidency philosophy? (Translated by M. Akhgary), a research journal of information and knowledge, wisdom, No ,2007,PAGE.4.
- [13] Williams, k.g& cary, g ." Landscape prefeences, ecological quality and biodirersity. . Procedia Social and Behavioral Sciences 5,2002. pp. 321-332.
- [14] Ferdowsi ,S& Rezvani, N. "The relationship between environmental knowledge and environmental behavior, Journal of Human SciencesN.52,2007.
- [15] Agha Mohammad ,A& Salehi , O". Knowledge, attitude and skills of primary school teachers ecological province, Journal education 0.4 (95),2008,PP:91-117.
- [16] Badkoobi ,A." Evaluation of primary school teachers working in different areas of knowledge in the field of education Tehran, environmental issues, Environmental Issues,2000,NO:33.
- [17] Chan,k.w. " Environmental Attitudes and behavior of secondvy school student in hong kong,2005 .the Environment,4,297-306.
- [18] Department of Education, Tehran". Human Studies and Research Center, Tehran, Taleghani St. West Palestine Square, Tehran Department o Education,2012.

IJSER