

Teachers' Attitudes towards the Environment and Environmental Education

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ABSTRACT:

Humans are considered the main and influential factor in environmental problems, therefore, correcting the trend of the environmental crisis depends on correcting human teachings and changing the attitude of knowledge and sensitivity of humans towards their destiny and the environment around them. On the other hand, the issue of environmental education can be considered as one of the main and important solutions in order to raise the level of awareness of the people in society and be a great power to prevent environmental destruction. The present study aims to examine teachers' attitudes towards the environment and environmental education. This study is conducted in a review manner that has been carried out with the approach of reviewing studies, research and other sources. In this study, an attempt has been made to present an introduction to the environment and its quality, environmental education, research conducted in the field of teachers' attitudes towards environmental education, etc. Based on the studies conducted and the views and disadvantages of researchers on the subject of the article, the results indicate that teachers have limited information about the environment and its education, and given that there is no specific book in schools under the title of environmental education in the curriculum. Therefore, teachers have little familiarity with the environment and environmental characteristics in life. Therefore, it can be analyzed that teachers mainly pay less attention to environmental issues in their surrounding environment and do not pay attention to the quality of the environment in the environment in which they live. Their level of information about environmental education is small. Therefore, it is suggested that environmental education be included as a course unit in the school curriculum and that teachers receive training in this regard in in-service courses.

Keywords: *Environment, environmental education, teachers' attitudes.*

INTRODUCTION:

One of the pillars of independence and sustainable development in any society is the enjoyment of a healthy and efficient force of that society. In recent years, social scientists have become increasingly sensitive to many environmental conditions that affect human behavior or are the result of people's behavior. In psychological studies, they do not separate the human environment from his natural environment, but rather examine and research humans as an inseparable dimension of environmental conditions. Some believe that since the 1960s, with the beginning of the problems related to the increase in population, researchers' attention has been drawn to the immediate effects of the physical environment and health and human behavior. The effects of air pollution, noise, fears and stresses related to nuclear bombs and many other problems in this area have been. Some studies have also examined people's reactions to natural situations. Types of environmental pollution and waste materials resulting from urbanization and industrial development are the direct and indirect consequences of human behavior (Nasr Azadani, 2012).

Studies show that teachers can play an important role in improving the quality and effectiveness of environmental education. Because this educational period plays an important role in shaping students' attitudes and behaviors towards the environment (Esa) (2010) As Liraco et al. (2011) have stated, it seems that students' participation in environmental education programs is a vital factor. Because this participation will have a positive impact on their knowledge and ideas about environmental issues. Especially since the impact of environmental education on students can be key to developing environmental awareness and, as a result, have more positive consequences for the quality of the local and global environment.

Since the environment is exposed to serious threats at the national and global levels, the list of these threats is numerous, from global warming to the loss of biodiversity and the types of pollution that humans intentionally or unintentionally impose on the planet, and their repetition, if not accompanied by a coherent and practical plan to combat them, will only reduce its sensitivity. Considering the rich Islamic culture and the stipulation of Article 50 of the Constitution on environmental protection as a public duty that has its

universality implicit in its essence, and also considering that education is one of the most effective components affecting the development of any country, it is necessary to carry out extensive, comprehensive, continuous and inclusive measures to increase comprehensive environmental awareness. Since

1Esa

2Liarakou et al

Many environmental threats, resource destruction and environmental pollution are the result of human activities. There is no doubt that with continuous and targeted education of different segments of society so that all human beings become familiar with the main environmental concepts, it is possible to have a society with environmental conscience and a future with greenery and health for the Islamic homeland (Kianpour (2014)). In this regard, teachers play a significant role. Therefore, in this study, an attempt has been made to express the concepts and opinions about the environment and environmental education, and to study the attitude of teachers towards the environment and environmental education, and finally to express the results of the research.

2- Environment and its quality:

The environment refers to all environments in which life takes place. A set of external physical factors and living organisms that interact together constitute the environment and affect the growth, development and behavior of organisms. The environment is a combination of different knowledge in science that includes a set of biological and environmental factors in the form of physical and chemical environments and non-living things that affect the life of an individual or species. It affects and is affected by it. Today, this definition is often related to humans and their activities, and the environment can be summarized as a set of natural factors of the Earth such as air, water, atmosphere, rocks, plants, etc. that surround humans. The difference between environment and nature is that the definition of nature includes a set of natural, biotic and abiotic factors that are considered exclusively, while the term environment is described with respect to the interactions between humans and nature and from a human perspective (Nasr Azadani, 2012).

The concept of environment is considered as a set of natural and anthropological elements of balance, environment, quality of life, well-being of residents, historical and cultural tradition and aesthetic values (Badra, 2006). Also, the term "Environmental Quality (E)" is considered as the environmental characteristics that meet human needs (Megalofonos (2001)). On the other hand, environmental degradation (E) is considered as the change in the structure of the environment and the change in its initial composition through human interventions (air and water pollution, noise, etc.) that leads to negative consequences for well-being, society, economy and cultural activity (Zachariou, 2008).

1 Beder

2 Environmental Quality

3 Megalofonos

4 Environmental degradation

Studies show that although the environmental issue is a global problem, it is a problem that concerns all countries. If each country can seriously pursue this issue and seek to solve it, it is not impossible to control this issue at the global level. (Nanos et al., 2013) For this reason, focusing on examining the attitudes of secondary school teachers towards the environment can be important.

The message of education in the 1970s was an insistence on an urgency that the quality of human life, and perhaps even the very basis for the continued existence of human life on this planet, depends on changing human behavior through environmental education. Environmental literacy goes beyond basic literacy and includes environmental knowledge, attitudes, and behaviors that are related to environmental sustainability. Governments and international organizations are interested in developing environmental and ecological literacy in the hope that if teachers are taught environmental aspects in general, their personal behavior will change; So that they can have a positive impact on the earth and have critical thoughts about their surroundings. Finally, it is believed that teachers should use values, attitudes and behaviors in their lives, especially in their jobs, to support environmentally friendly motives (Leadership, 2014).

3- Environmental Education:

The term environmental education is composed of two words: "education and environment." "Environment" refers to all conditions and effects on the life and growth of living beings, and "education" refers to the formation of favorable attitudes, standards, skills and understanding and interests towards the environment, and according to the definition of UNESCO, it is the creation of the necessary skills and attitudes to understand and appreciate the internal relationships of man, culture and biophysics around him (Shubiri et al., 2010). Environmental education is the process of identifying values and clarifying ideas in order to develop individuals and social groups to adopt the necessary and essential skills in relation to the environment, as well as the attitude to understand and evaluate the relationship between man, civilization and the natural environment. (Hackle, 1999). Although environmental education does not directly intervene in solving environmental problems, it does so by introducing new attitudes, behaviors, values, environmental knowledge, and skills, such as the concept of sustainable development, to students, citizens, and groups.

1 Nannos et al

2 Huckle

Social action can be taken to improve the state of the environment (Hungerford et al., 1990; Palmer et al., 1998). (1990; Palmer . (1998, 2)

The goal of environmental education is to train responsible and active individuals equipped with the knowledge and will to create educational, social and environmental changes (Dascolia and Ajlidou, 200) and to identify and solve problems related to various issues and assess their impacts on the environment, and includes a wide range of environmental concepts, cognitive and emotional attitudes, and a set of skills and abilities to apply them and make decisions in a wide range of environmental contexts. According to Holog et al. (2011), environmentally educated individuals have various degrees of knowledge components and understanding of a wide range of environmental concepts, environmental problems and issues, a set of cognitive and emotional attitudes, a set of cognitive skills and abilities, and appropriate behavioral strategies to apply them and make effective decisions in a wide range of environmental contexts, and know how to apply their abilities to changes in society, to raise awareness of others, and to make informed judgments and decisions (Holog et al. (2011) Levels of environmental education based on the Tbilisi Environmental Education Charter (1977) consists of 1. Environmental knowledge and awareness: awareness of the entire environment and its problems, the development of the ability to understand and recognize and use this ability in different contexts 2. Acquisition of a set of values and feelings related to the environment and the motivation to participate in its preservation and improvement 3. Skill in acquiring the skills needed to recognize and investigate 4. Participation in solving environmental problems and issues 5. Participation in helping students gain experience in using the knowledge and skills acquired to take positive and thoughtful action to solve environmental problems (Ramsey, 1992: 37). In this context, Marcionski and Rehring have presented the following model of environmental education (Figure 1).

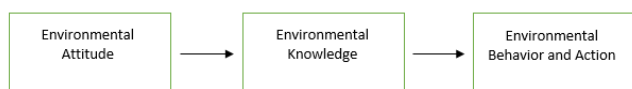


Figure 1: Environmental Education Framework Marcionski and Rohring's (1995)

1 Hungerford et al

2 Palmer

3 Daskolia, M, Agelidou, E

4 Hollweg, K. S., et al

Source: Shabbiri and Abdollahi, (1389)

Research shows that in many cases, despite high environmental knowledge, environmental behavior is weak, especially when faced with paying a price or

prioritizing individual well-being and comfort (Ferdowsi, 2007). Because environmental education should include three levels of perception (knowledge and emotional understanding, valuing and internalizing) and action and action activities. Piri and Ghasemi (2009) The three levels of Bloom's goals include cognitive, psychomotor and emotional levels, which include the elements that make up the environmental education framework of Marcionski and Rehring (Figure 2):

A- The dimension of environmental cognition and knowledge, according to Bloom's taxonomy, the cognitive learning area includes six levels: knowledge, understanding, application, connection, analysis, synthesis and evaluation (Saif (1990). The results of the study by Qazeb Eqlou and Ekvit (2002) showed that the level of knowledge has the greatest impact on environmental behavior. Ferdowsi et al., 2007). Environmental knowledge determines how individuals perceive environmental performance and how humans interact with the environment (Seyed Abdollah, 2011).

B- The dimension of values and attitudes includes ethics, aesthetics and emotions and is organized according to the principle of internalization and consists of the stages of receiving, doing, reacting, valuing, organizing and crystallization of formation. (Saif, 1379). The attitude of bioconservation expresses the software dimension along with the hardware and technical dimension, namely environmental knowledge and awareness. The goal is to value and respect the environment (Hungerford et al., (1980)

c- The skill and practice dimension refers to general skills related to the environment and includes communication skills, problem solving, personal and social skills, and information technology (Palmer 1382).

1 -Internalisation

2 Hungerford, H et al

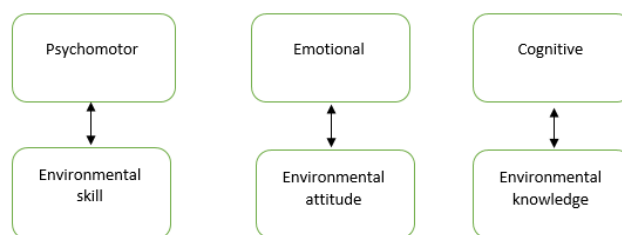


Figure 2) The three areas of environmental education and Bloom's triple objectives

Palmer (1998) showed that environmental education programs play a fundamental role in formal education (Bayat et al. (1992) Environmental education is forgotten or not taken seriously if it is not formalized, that is, it is not included in the classical education process and is not evaluated (Shayan, 2003). In this way, the content of the course, which includes organized knowledge, information terms, facts, laws, principles, methods, concepts, generalizations, phenomena and issues related to the same subject

matter, is formally transmitted through books and causes awareness, education and changes in attitudes towards the environment and promotes a lifestyle compatible with nature in students as young inhabitants of the earth. Therefore, training environmentally literate citizens requires curriculum planning. It is a principle (Alvarez and Vega Marcotte, 2001) that in our country, with a high youth population, this type of education can have a significant impact on achieving sustainable development goals. However, research results show that young people have a low score in this area, while they will be future voters and taxpayers and must be convinced about environmental risks in order to be prepared to bear the cost and invest in the environment (Jarín et al., 2010).

Also, environmental education may be quickly forgotten or, at least, not taken seriously if it is not formalized, that is, not included in the classical education process. Classical (formal) education on environmental issues and problems is a concern for enthusiasts, related organizations and independent environmental groups. Studies show that much attention has been paid to environmental education worldwide, even in the recommendations made around the conferences of the International Union for Conservation of Nature and its Resources (IUCN). The usefulness and urgency of teaching environmental issues

1 Alvarez Suarez, Pedro. Vega Marcote, Pedro

2 Jurin R.R., et al

The environment has been emphasized at all levels of education. UNESCO, as an international organization, has always included environmental education in the outline of its activities. In 1968, an international conference was held on the scientific principles for the proper use and conservation of natural resources. The International Programme on Man and the Environment (MAB), which was approved in 1970 and implemented in 1971, emphasizes in its programs the scientific, technical and educational aspects of the proper use of nature and its resources (Faghihi, 1986). In Iran, the principles contained in the constitution also reflect the deep insight of policymakers into the importance of environmental protection. Article 50 of the constitution addresses the need to protect the environment and considers it a public duty, and all economic activities, etc. that are associated with environmental destruction or pollution are prohibited. Based on this, the principle of strategic priority of the national development program should be based on education and participation and the restoration of the surrounding environment through research, monitoring of legislative resources and law enforcement. The Environmental Protection and Improvement Law also addresses the need to implement educational programs to promote public awareness, protect and preserve public culture, and improve the environment. The Environmental Protection Organization is also required to organize and implement educational

programs to enlighten public opinion, cooperate with relevant authorities in including environmental curricula in all courses, and prepare and implement environmental education programs for training employees of government and private organizations and institutions (Nasr Azadani, 2012).

The purpose of environmental education is to raise awareness of environmental information for each individual so that the individual understands the values of the environment, is diligent in protecting it, and supports it with thought and reflection on biological processes. In fact, given the increasing importance of the environment in today's societies, environmental education is an integral and inseparable part of the lives of young people in every country (Stemmenzenal et al., 1999); Schlesinger, (2004)

Today, education is one of the most appropriate ways to achieve economic, social, cultural and environmental development. Educational institutions should pay attention to this important issue in their plans to protect the human environment. Therefore, including environmental concepts in the curriculum of different educational levels is politically

1 Manzanal et al.,

2 Schlesinger

It makes students, from the very beginning and during the development and formation of their personality, consider environmental protection not only as a lesson but also as a human duty and responsibility. Many threats, including global warming, climate change, loss of biodiversity, destruction of habitats, etc., affect our environment both at the national and global levels. Although today's humans have been trying to compensate for these damages, albeit with delay, there is a long way to go before these problems are completely resolved. Therefore, it is the duty of all of us to become familiar with these threats and take effective steps to reduce or completely eliminate these threats. The first step in resolving these problems is to increase public awareness and create sensitivities among all segments of society, which in the first step requires environmental education at all social, economic and cultural levels (Nasr Azadani, 2012).

There is no doubt that continuous and targeted education of different segments of society plays an important role in environmental protection. In this regard, teachers and those involved in education play an important role. Therefore, examining the environmental behavior of teachers as educators of the future generation can be an effective step in training suitable human resources for the educational system to help preserve the environment (Hoyzawi, 2014).

Environmental education lacks a proper place among the priorities of educational planning in our country. The report on the Comprehensive Program for Public Environmental Education in the Country (2006) mentions that one of the most important challenges facing the environment in the formal education sector

is the lack of attention to environmental education of school teachers (Amiri Esfandagheh, 2011).

4- Research background:

from the perspective of the history of environmental education, the United Nations Convention entitled "Human Environment and Development" was formed in Stockholm, Sweden in 1972. It was the first collective effort that challenged environmental issues and crises and crystallized the widespread concern of the world with the participation of 113 countries and emphasized the role of educating and informing people and introducing them to environmental issues. In 1975, UNEP and UNESCO founded the International Program for Environmental Education. These two institutions held the first international workshop on environmental education in Belgrade, Yugoslavia, in 1975. This workshop produced a document known as the Belgrade Pact, the principle objectives of which were to assist governments, national, regional and international institutions in incorporating environmental education into formal and non-formal education systems in order to promote and develop new behavioral patterns and responsibility.

Morality at the collective level was in protecting and promoting the environment. In 1997, the International Convention on Environmental Education was held in Tbilisi, Georgia with the participation of 66 countries. The Tbilisi Declaration emphasized that environmental education should cover people of all ages and at all levels, formally and informally (Rashidi and Rashidi, 2011).

In 1987, UNESCO and UNEP held the International Congress on Environment and Education in Moscow. In this convention, the relationship between humans and the environment in economic, social, cultural, environmental and aesthetic dimensions was emphasized. In 1992, the World Convention on Environment and Development was held in Rio de Janeiro, Brazil, and by formulating Agenda 21, it emphasized the necessity of creating and continuing an educational movement with the aim of changing behavior and improving public perception of the environment as a prelude to achieving sustainable development. Based on the studies conducted, a lot of research has been conducted on the environment and environmental education. Vanleer and Dunlop (1980) in a study based on the theory of thought activity or the theory of planned behavior stated that environmental education is considered to be influenced by external factors or outside the control of the person and that environmental behavior is sensitive to a wide range of effects outside the control of the person, including the formation of factories, industrial units that are destructive to the environment, etc.

Samdahl and Robertson (1989) in the discussion of environmental education and environmental protection believe that in doing something to protect the environment, the variables of intention, awareness of the issue, skill in applying awareness, heartfelt

interest, and situational factors such as economic constraints, social behaviors, etc. are involved.

Jones and Dunlop (1992) in the discussion of environmental education and environmental protection believe that in addition to personal motivations, altruistic motivations for carrying out collective activities and moral orientation towards the comfort and welfare of other people are aroused. Foster and McCabes (1994) in the field of environmental education believe that this issue is as It becomes a value and, like values, is considered as an important standard of living. Values are classified into four recognized classes: 1. Openness to change - 2. Conservatism - 3. Self-enhancement.

1 Van Liere & Dunlap

2 Samdahl & Robertson

3 Jones & Dunlap

4 Foster & McBeth

Schultz (2000); Rudsop (2001); Brody (2004); Harris (2006); and Berenger (2007) state that this issue is influenced by three categories of variables in relation to environmental education and its quality: 1) Cognitive variables Knowledge is one of the cognitive variables (2) Psychological variables (attitude, locus of control, responsibility, etc.), (3) Demographic variables, age, income, gender, and marital status). In research on the dynamics of education with an emphasis on the role of teachers, including Shola and Kashin, 2007; Hwang, 2009; Vaktola, 2009; Shephard (2009), with an emphasis on levels of thinking and attitude towards the environment, it has been stated that there are three categories of attitudes towards the environment, which are: (1) Interest in self-comfort, self-centered attitude; (2) Interest in the well-being of human beings (altruistic attitude) (3) Interest in the well-being of non-human beings or the environment (biocentric attitude)

Among foreign research, relatively little research has been conducted on measuring teachers' attitudes towards environmental education. The only research conducted in this field is the study of Zachariou et al. (10), 2017. In this study, the researcher concludes that in order to improve the state of environmental education and improve the quality of teachers' attitudes, it is necessary to consider three issues in the educational system. They are: 1) Systematic knowledge: knowledge about environmental issues (2) Knowledge related to the practice of information is available in a real and self-conscious way. And 3) Effective knowledge: knowing how to obtain the most environmental benefits.

Similar studies have been conducted in Iran regarding the study of teachers' attitudes towards environmental education, some of which are mentioned below:

Agha Soleimani (2011) conducted a study to examine teachers' opinions on the content of first-year high school textbooks based on environmental education components. According to the results obtained, among the environmental education components stated by the interviewees, air and population had the highest

frequency, and the relationship between humans and the environment and the role of humans in protecting the environment had the lowest frequency. The amount of attention

- 1 Schultz
- 2 Raudsepp
- 3 Brody
- 4 Harris
- 5 Berenguer
- 6 Chawla & Cushing
- 7 Hwang
- 8 Waktola
- 9 Shephard et al
- 10 Zachariou et al

Environmental education in the concepts and principles of the content of the lessons in the activities and skills of the lessons, in the values and attitudes of the lessons, and in general, environmental education in the content of the first year of high school courses from the teachers' perspective has been at a low level.

Hawizawi (2014), in examining the environmental behavior of teachers in Hamidieh city, showed that there is a positive and significant relationship between environmental behavior and variables such as awareness of the consequences of assigning responsibility, position of responsibility, moral norm, feeling of pride and guilt.

Rahbari (2014), in examining the level of knowledge, attitude and environmental skills of students, showed that their level of environmental knowledge is not at a desirable level and the level of their environmental attitude and performance index is at an average level. Studies showed that students have acquired their environmental information more from the Iranian Broadcasting Corporation and that male students have higher environmental knowledge; but female students have a more responsible environmental attitude and performance. Most of the people surveyed considered the inclusion of environmental education in the curriculum to be effective in promoting environmental education.

Nasr Azadani (2012) in a study on estimating the level of environmental knowledge of students, parents and teachers showed that in the field of general knowledge of the environment, environmental knowledge in students increases with increasing teachers' awareness of environmental issues.

Koohi, Eghdam Elham (2013) in a study on the role of mass media in promoting teachers' environmental literacy showed that there is a relationship between the level of education, years of service, the amount of television viewing and environmental literacy (knowledge, attitude, behavior). Therefore, television as a national and public media can have a significant impact on promoting teachers' environmental literacy.

Moradi Afrapali (2011) in examining the relationship between epistemological beliefs and the level of

environmental literacy of teachers showed that teachers are at a relatively good level in terms of epistemological beliefs. They are also sensitive to environmental issues and pay attention to environmental issues in their behaviors. However, despite this sensitivity and attitude, they have little knowledge about the issues surrounding it. There is also a significant relationship between the components of environmental literacy and epistemological beliefs. On the other hand, teachers who consider knowledge as relative, acquired, and complex, and the process of learning it as gradual, have higher environmental knowledge.

Bashiri Oskoui et al. (2013) in a study on the role of education level in teachers' attitudes towards environmental issues showed that there is a relationship between teachers' attitudes towards the environment and their gender, so that men have a positive attitude towards the environment, and there is no relationship between teachers' attitudes towards environmental issues and their level of education or their attitude towards their job.

Estavar (2009), in examining teachers' awareness and attitudes to determine their environmental educational needs, showed that general knowledge and moral norms are the most important factors affecting teachers' attitudes and tendencies towards environmental behaviors.

Shahbazi, Tayyebbeh (2009), in studying the role of mass media in teaching environmental issues from the teachers' perspective, stated that teachers approve of the role of mass media in teaching environmental issues. Sadeghi Golmakani (2013) in his study of the cultural and psychological effects of short-term environmental education courses on educators showed that environmental education has positive psychological effects on teachers' lives as a result of the training given to them, and also improved the cultural dimensions of teachers as a result of the training given to them.

Amiri Esfandighe (2011), in his analysis and study of the educational needs of teachers on environmental topics, shows that the main priorities of teachers' educational needs are, respectively, 1. Addressing the experiences of environmental education models and methods, 2. Environmental issues and problems - basic environmental knowledge. In the attitude measurement section, it was determined that teachers are knowledgeable about environmental topics and consider the presence of environmental topics in textbooks necessary and spend enough time teaching these topics in class.

Also, several studies have been conducted regarding students' attitudes towards the environment, which are mentioned below:

Hajhosseini et al. (2009) in a study titled Needs Assessment and Determining Educational Priorities of Secondary School Students in the Field of Environment and Sustainable Development showed that secondary school students recognized the current

state of environmental education as ineffective in creating environmental sensitivity and did not recognize it as meeting the needs of their age group. They also showed that with increasing age, awareness, sensitivity, and interest in protecting the environment increase, so the effect of environmental education in secondary school is more effective.

Shabir et al. (2006) in a study titled "Investigating Environmental Attitudes and Awareness of Iranian and Indian High School Students" investigated the environmental attitudes and awareness of Iranian and Indian high school students using the Environmental Attitude Scale. The results showed that Iranian students and teachers need to acquire more knowledge and awareness in the field of environmental issues, and the middle school curriculum and textbooks do not create sufficient awareness and recognition in students in the field of the environment, and the knowledge, concepts, cognitions, skills, experiences, attitudes and interests of students are not included in it (Shabir et al., 2010).

5- CONCLUSION:

Based on studies conducted on teachers' attitudes towards environmental education, the overall results emphasize that teachers generally have a positive and favorable attitude towards the environment, which in turn leads to a sense of responsibility and an environmentalist attitude or support for various environmental biological resources. Studies indicate a positive relationship between environmental attitudes and behavior to protect the environment. Perhaps the most important distinction in the range of environmental issues in various sciences is made based on two thinkings: anthropocentric and biocentric. In the context of the relationship between attitude and behavior, a sense of responsibility and an environmental or biocentric attitude prevent the destructive effects of the environment. Each set of values influences certain attitudes, and it is expected that people who prioritize the collective or self-enhancing values will have a greater tendency to environmentally responsible activities compared to people who prioritize self-enhancing values. Therefore, people who tend to be open to change will have a greater tendency to environmentally protective behaviors compared to conservative people (Rashidi and Rashidi, 2011). In addition, the model of Bill and Dahlstrand (1997) indicates that if environmental interest or awareness does not arise in the early stages, the person is likely to continue to do his old habits. Knowledge of environmental issues and behavioral solutions is an important predictor of environmental behavior. Some studies have shown that action-related knowledge is a better predictor than systematic knowledge. Different types of environmental protection behaviors have different protective potentials. For example, buying a car with the right fuel is a better way to reduce CO₂ emissions than driving an older car. This type of knowledge is called

effectiveness knowledge. This type of knowledge is related to the relative benefits and costs of specific behaviors.

Effective knowledge is knowledge related to action, which extends from knowing how to preserve the environment to knowing how to obtain the most environmental benefits (Yaqubi et al., 2003).

Stern's study (1976, cited by Rashidi and Rashidi (2011)) shows the importance of information in preventing social problems. The results of his study showed that having information about problematic situations and their long-term consequences leads to cooperative behaviors. Dickman and Franzen (1992) stated that although environmental awareness and knowledge alone are not sufficient to manifest environmentally responsible behaviors in everyday life, they have a significant impact on the acceptance of environmental policies. Also, research by Wallner et al. (2003, cited by Rashidi and Rashidi, 2011) shows that people who support environmental policies are those who have sufficient information about environmental issues, and this is not true for people who oppose environmental policies. Environmental awareness is a prerequisite for an individual to act as desired in the field of specific issues, so knowledge is considered a necessity for successful performance of activities and is also required at higher levels. As a result, the higher the level of knowledge and information, the more useful it will be in solving environmental problems, and its deficiency or absence is a fundamental barrier to positive environmental behaviors.

Another point of interest in research is the positive assessment of teachers' environmental skills or performance. The more teachers' skills lead to higher levels of positive environmental performance, the more they choose various behavioral solutions, and effective knowledge is one of the important factors affecting the performance of individuals who are effective in the quality of the environment with their chosen solutions. A noteworthy point in this part of the research is that with awareness and positive attitudes towards different aspects of the environment, teachers' performance is not in a suitable position. Therefore, it seems that people consider individual consequences to be more important than environmental consequences, and having low cognitive levels, as well as insufficient and incorrect information, incorrect attitudes and mental beliefs that they have towards the environment, a feeling of lack of responsibility towards the environment, personality traits and personal and social criteria, etc. that people have, affect their performance towards the environment (Yaqubi et al., 2003).

Also, studies show that citizens' information in third world societies regarding environmental issues is at the level of knowledge and is less directed towards applying this knowledge in everyday life. Considering the state of environmental education in society, it is suggested

Teachers should try to present solutions to improve the quality of the environment in the living environment with the theme of how to help protect our environment. Also, efforts should be made to create educational workshops on ways to educate others about the environment to teach teachers new ways to raise awareness about environmental protection and increase their skills in this field. On the one hand, it is suggested that curriculum planners, relying on the challenging environmental situation in Iran, improve the school curriculum in this regard by providing a course unit to familiarize themselves with the environment and ways to protect it.

On the other hand, some believe that teachers, due to their responsibility towards humans and the environment and due to their sense of philanthropy and greater interaction with humanity, have an attitude that is more in line with nature and the purpose of creation, and therefore, they instinctively and naturally tend to love and think about protecting the environment. Therefore, the means of achieving appropriate and positive environmental behaviors is environmental education for teachers. Therefore, in order to develop and strengthen teachers' positive environmental behaviors and also to benefit from healthy and efficient forces that are considered pillars of independence and sustainable development in every society, according to experts and the general public, reforming human teachings and changing people's attitudes, insights, and knowledge towards their own destiny and the surrounding environment will lead to the development and strengthening of environmental behaviors and the correction of the environmental crisis. Any attempt to train teachers by simply stating what they should do is doomed to failure. The focus of our attention on preparing them should be on their own participation in decision-making processes and to consciously pay attention to the values and consequences of their decisions, including long-term and short-term environmental and economic ones. In addition, the following points are also suggested in teacher training and human resource development:

- 1 Increasing the scientific skills and effective knowledge of teachers in the field of the environment
- 2 Recognizing and revising teachers' indigenous knowledge and skills appropriate to environmental issues
- 3 Selecting and disseminating advanced and environmentally friendly sciences and technologies to teachers
- 4 Preparing and publishing scientific publications, posters, and informative brochures To disseminate knowledge and communicate environmental consequences, as well as to create in-service classes and workshops to identify weaknesses and strengths and strengthen them with the aim of further empowering teachers.
- 5 Paying more attention to the undeniable role of teachers in protecting the environment in providing knowledge, attitudes, and environmental performance of learners.

6. Explaining the goals of environmental education for teachers in various ways, including by organizing seminars and explaining and determining ways to achieve the goals

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