

Environmental education, environmental responsibility, environmental beliefs of primary education teachers and the role of outdoor activities: Literature review

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Introduction

- Environmental problems attract increasing research interest.
- Kouthouris (2009) argued that environmental education is one the most basic components of rural education.
- Kosta, Keramitsoglou and Tsagarakis, (2022) concluded that there is increasing interest research on the teachers' knowledge on environmental programs.
- The purpose of the research is to investigate the association among environmental education, environmental responsibility, outdoor activities and environmental beliefs of primary education teachers.

Methodology

- Secondary data is collected and a literature review is conducted, focusing on the goals of environmental education, the association between environmental belief and environmental knowledge, and the role of outdoor activities in environmental responsibility.



Findings

- According to Zafeiroudi (2013), the goals of environmental education include awareness, knowledge, attitude to help others, skills and abilities to be able to solve environmental problems etc.
- Sukma, Ramadhan and Indriyani, (2020) argued that the majority of teachers consider that environmental education should be incorporated into the educational process.
- Aznar-Díaz et al. (2019) studied a sample of 307 trainee teachers of primary education and observed a positive attitude towards bioersivity, recycling, natural spaces, and pollution.
- Palmberg and Kuru (2000) observed that examined environmental education programs contribute to the development of students' emotional relationship with the natural environment, to environmental awareness and to their social relationships through personal experiences.

Limitations of the study

- The study includes solely secondary data, focuses on primary education and is limited to available data collected from reliable data sources.

Discussion

- Environmental education ranges from developing a positive attitude toward solving environmental problems to educating pupils on the ecosystem's function.
- Recent empirical data (e.g. Lamanuskas & Makarskaite-Petkevičiene, 2023; Sukma et al., 2020) proves that teachers tend to shape a positive attitude toward the integration of environmental knowledge in primary education.

Conclusion

- It is argued that a person can gain environmental awareness that will help them protect the environment they live, work and breathe and it is important to further investigate environmental knowledge and beliefs in larger samples of teachers of primary education, including Greece.

References

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