

Views of Prospective Teachers from North Cyprus and England towards a Sustainable Environment: A Comparative Case Study

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ABSTRACT The aim of the study is to determine the views of prospective teachers (Geography, Classroom, Pre-school, Guidance and Counseling) for sustainable environment in Northern Cyprus. In this study, a qualitative research method was used in contrast to the methods used in previous studies. The semi-structured interview form, which is composed of five questions, was developed for the study by the researchers and was applied to 201 prospective teachers from North Cyprus and England. The data was gathered in the form of an open-ended survey. Assessments of validity and reliability were carried out on the form. Content analysis was also employed. The study determined that receiving environmental studies alone is not sufficient enough to explain the positive views of prospective teachers towards a sustainable environment. The study was carried out bearing in mind this perspective, considering that the views of prospective teachers, socioeconomic status and culture also affected the positive outcome of sustainable environmental studies.

INTRODUCTION

The environment in its most generalized explanation is the habitat of living things. The concept of ecology as a branch of science is used widely in the literature in relation to the environment. Even though the concept of ecology is used closely with the environment, after the 1960s, in relation to the increase in environmental issues, human and environmental relations began to be considered (Erturk 2012). Environmental science, “*especially ecology, physics, chemistry, biology, geology, the technology and engineering of resources and the management and preservation of resources is a physical, holistic and social science, which uses and integrates demography (analysis of population dynamics), economics, politics and ethical knowledge*” (Erdem 2000). On the other hand, ecology is considered a branch of science that observes the relationship of living things between one another and their inanimate environment (Krebs 2008; Smith and Smith 2014; Kislalioglu and Berkes 2014). When considering both concepts separately, it is apparent that environmental science originates from ecology and that it possesses different scopes to ecolo-

gy. The main reason why environmental science came into existence is the fact that man imagines himself as the dominant force over nature. As a result of mankind's efforts to dominate the world for many years, natural resources have been used for man's own benefit and environmental pollution and environmental issues have consequently emerged (Erdem 2000). “*Environmental pollution is the incident that negatively affects the wellbeing of all living things, causes material damage to non-living things and is the intense merging of foreign substances with air, water and soil, which destroys their characteristics.*” Environmental pollution covers air, water, noise, soil and radioactive pollution. Over the last 40-50 years in particular, the rapid development of technology has increased environmental problems even more (Cepel 2008). According to Beyhun et al. (2007) and Erturk (2012), environmental issues include industrial pollution, nutrition pollution, waste, climate changes, the thinning of the ozone layer, natural disasters, global warming, epidemics and chemical substance pollution, the destruction of rainforests, a decrease in biodiversity, the depletion of natural resources, acid rain affecting large areas if not globally, erosion, desertification, toxic waste, DDT pollution, marine oil pollution and quicksilver pollution.

Environmental issues are not only regional but also global, regardless of any distinction. They negatively affect not one area but all the people who inhabit this world. For this reason,

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conserving the environment is not only the duty of environmentalists, just like providing environmental studies is not just the duty of environmental educators. Moving on from this point forward, conserving the environment should be a communal duty and be integrated by establishing a relationship with other domains. Environmental issues not only threaten people but also all living things that inhabit this world. In order to help put an end to environmental problems, first they must start by altering their own thoughts and behavior. Altering behavior is only possible with the transformation of attitudes, values and judgment (Erten 2005).

Education is an important tool in the period of attitude transformation. Determining the attitudes of teachers and students towards courses is the first step in increasing the quality of education. A qualified environmental education can help create an opportunity for individuals to adopt a positive attitude and form ethical values in relation to the environment. In order to make individuals environmentally conscious and prevent any problems that may arise, environmental education is an approach that develops people's knowledge, skills, attitudes and discipline. Environmental studies are required to observe the environment, understand the integrity of nature and the planet and create environmental awareness and consciousness (Erten 2005; Uzun and Saglam 2006; Denis and Genc 2007; Ozgen 2012). In order for this education to be effective, it should accommodate the acquisition in the level of knowledge as well as the affective and behavioral gains within the educational curriculum, it is necessary to create an opportunity for the students to be educated in this way. In the studies of Erdogan et al. (2009), which evaluated to what extent Turkey and Bulgaria incorporated the components of environmental literacy, they stated that the elements of the curriculum did not embody gains adequate in terms of behavior and attitude. Gains were more related to the level of knowledge. In the applied science education curriculum in North Cyprus, there were affective behavioral gains, which reflected positively on the teacher's views towards the environment (Kasot 2012).

Active environmental education emerges after the interaction of people's life experiences with nature. In natural surroundings, the experiences people gain enables them to form positive reactions with nature. The knowledge and skills

gained during the nature-life interaction is the reason why individuals form positive reactions in understanding the natural environment. In order to create a positive understanding, the environmental education given and an educator himself/herself to make this possible is of great importance. It is essential to create an opportunity for students to discover the world in a safe environment. For this reason, conducting environmental education in an external environment, in other words, in a natural environment, is important. Teachers are the ones who will organize their learning. Teachers should be careful when identifying the interests and concerns of students so that their environmental knowledge and skills are supported. In order to achieve this, teachers must be supporters of the environment and must council student learning whilst teaching. Teachers must be careful when providing examples so as to not create ecophobia and they must play an active role in encouraging students to love the environment (Sobel 1999; Malone and Tranter 2003; Phenice and Griffore 2003; Cheong 2005; Lewin-Benham 2006; Guler 2009). There is no educational curriculum to raise the environmental awareness of teachers in North Cyprus (Kasot 2012).

The concept of "*sustainability*" in the historical framework was first used in 1987 by the Norwegian Prime Minister Gro Harlem in the report published by the World Commission on Environment and Development entitled, "*Our Common Future*." In this text, known as the Brundtland Commission, it is explained that sustainable development is "*to ensure that it meets the needs of the present generation without compromising the ability of future generations to meet their own needs*" (Brundtland 1987).

In order to create a sustainable environment to meet the objectives of the Brundtland Commission it is necessary for "*priority to be given to water resources in the usage of farming terrains, developing technology with the aim of increasing yield, to conserve biodiversity, conserving natural resources, using irrigation techniques more carefully, preventing the usage of high yield agricultural terrains from non-agricultural activities, hindering the expansion of agricultural terrains located on the mountain sides, reducing to a minimum or preventing the deforestation of forests and destruction of watery regions*" (Brundtland 1987).

For future generations to live in a healthy environment, effective environmental education

is needed. For this reason, in the scope of environmental studies, the concept of sustainability and what a sustainable environment entails must be taught in order to lay the ground for students to prevent environmental problems in the future (Ozdemir and Arik 2013; Kasot 2014; Benli Ozdemir and Kasot 2015). An obvious increase is observed in the recent studies related to the opinions of teachers towards sustainable environment (Ashmann and Franzen 2015; Dymont and Hill 2015; Erduran Avci and Denis Celiker 2015; Loubser 2015; Mughal 2015; Sewilam et al. 2015). In this study, opinions of the prospective teachers' from different subjects towards sustainable environment were evaluated in detail in contrast to the literature. Anthropology is distinct from other social sciences as a result of factors such as its fundamentals, its approach and its closeness to biology among the natural sciences. This fundamental division of science can be divided into three major subunits. These are Social Anthropology, Cultural Anthropology and Psychological Anthropology. The scope of Cultural Anthropology is cultural factors in their entirety. The exact definition of the subject is very difficult. Such definitions may include accumulated civilizations of all the communities, the very society of a community, a combination of social factors and the very essence of a human community (Guvenc 2013). When social development of human communities is evaluated from an anthropological and cultural view, it can be seen that all of them are wishing a substantial effort to develop (Tekin 2005; Uzunboylu and Sarigoz 2015). As a result, the fact those human communities have been turning a blind eye to the environment for the sake of development has increased the rate of destruction of the environment and sustainability. When evaluated from this point of view, cultural resiliency is one of the important factors affecting the attitude of a community to the environment. Individuals living in small-scale cultural societies have continued their cultural ties with the environment better than those living in large-scale cultural societies. Cultural resiliency can also be regarded as smoothening out of turbulences emanating from needs that are voted in nature but are unfulfilled in the life of each individual (Bodley 2012). This study comprises of the data gathered from that anthropological point of view.

Problem Statement

What are the views of prospective teachers from North Cyprus and England towards a sustainable environment?

Objective of the Research

The importance of a sustainable environment in the world in general, in terms of irreversible damage and manmade environmental issues, in relation to the excessive consumption of natural resources has carried it to an even more striking level each day. In this sense, scientific studies increasingly prove more and more each day that behavior conserving the environment and awareness is possible with a good environmental education. One of the research topics of modern environmental studies is based on discovering the environmental conservation of people from different cultures, awareness of environmental issues and their views, attitude and behavior towards a sustainable environment. This research aimed to evaluate the views of prospective teachers in North Cyprus and England towards sustainable environment and in two different cultures (Turkish Republic (TC) and of a Turkish Cypriot ethnicity). England was selected specifically due to availability of the best practice applications, and North Cyprus has been selected because it does not have any legislative application on sustainable environment.

Their views towards a sustainable environment were investigated in relation to their cultural characteristics and whether their socio-economic status affected their views towards a sustainable environment. In the process of training teachers, the differences in view of students studying in departments, which have incorporated environmental issues compared to students not studying environmental issues is also discussed.

Significance of the Research

The results of this study will make a contribution to the format of environmental studies offered in university, and will help students identify how they ought to approach the act of conserving the environment. This study is the first and most extensive study aimed at identifying the views of candidate teachers in Northern Cyprus towards a sustainable environment. The

results obtained from the study will contribute to the development of a regional attitude scale. Almost all the studies in North Cyprus intended for environmental education have been carried out according to the quantitative method. Data gathered from different methods, will gain the field with variety both methodologically and also in terms of creating the accumulation of data in the field.

METHODOLOGY

Research Design

A qualitative approach was used in this study. Almost all studies tackling the issue of a sustainable environment adopt the quantitative method in the literature. For this reason, the research being of a qualitative nature provides diversity to the other studies. A case study was chosen and the questions were prepared for a semi-structured interview form to gather data (Strauss and Corbin 1999; Gay et al. 2006; Karasar 2008; Fraenkel et al. 2014; Yildirim and Simsek 2013). This would help determine the case of the different subject teacher candidates' views towards a sustainable environment and the factors that help form these views.

Participants

In this study, the participants were selected according to convenience sampling. Researchers prefer to carry out studies using students from their own institutions, as it is faster and more practical (Patton 2002; Yildirim and Simsek 2013). This research was conducted with students from the 2012-2013 academic year in the departments of Pre-school Teaching, Guidance and Counseling Teaching, Classroom Teaching and Geography Teaching in the Near East University who are receiving an education in these departments including 50 per department, 200 in total and one geography teacher candidate studying at Coventry University in the 2012-2013 academic year, forming a group of 201 participants. This research was approved by the Institutional Ethics Board and signed consent letters were collected from the participants.

The teachers' ages vary from 19 to 24 years. All of the geography teachers are of Turkish Cypriot origin. A large majority of students in other departments are of Turkish origin. When iden-

tifying the study group, in addition to the teacher being from different cultures, whether they received environmental studies or not was also considered. The participants were grouped in the following way, that is, one group comprised pre-school and guidance and counseling teachers who have not received any environmental studies, and the other comprised classroom teachers and guidance and counseling teachers who have received environmental studies during their university education.

Data Collection Process

An interview form developed by the researchers was used as the tool of data collection. To achieve internal validity for the interview form, the views of three different experts in the subject field were received. Following the evaluation of the experts, alterations were made to some questions concerning their comprehension, and similar questions were omitted. After the pilot study, interviews were applied to five people to determine if the questions were clear and comprehensible, and also to determine whether the answers given were in accordance with the questions or not. The voices recorded during the interviews were converted into a written interview form. Then, two different experts were requested to analyze whether the questions were clear and comprehensible and to what extent the questions covered the topic in order to determine the probability of obtaining the required information. An overall figure of ninety-two percent of the experts stated that they were in consensus. After the final state of the interview form was reached, the data collection process was carried out. The interview form via an open-ended survey was given to teacher candidates. The interview form consists of two sections. The first section contains the personal information of participants including their departments, whether their culture pays any importance to the environment or not, whether they had received environmental studies and their socioeconomic status. Socio-economic status was classified as low, moderate and high. On the other hand, the second section required the teacher candidates to answer the questions with the purpose of identifying their views towards a sustainable environment. The views of the candidates were determined by the following questions:

1. Do you consider whether every equipment you purchase harms the environment? Can you explain your thoughts on this topic?
2. Do you think that using water, paper and electricity sparingly impacts the environment or not? Can you explain further?
3. When purchasing light bulbs or electrical domestic items, what factors do you consider? Can you explain your thoughts on this topic?
4. What do you think about used non-sustainable products like electrical resources (cell, battery) being disposed off in bins?
5. What do you think about using fewer carrier bags for food and other products in the cause of environmental awareness? Can you explain further?

Data Coding

To determine the views of teachers from different cultures on a sustainable environment, the data was collected through an open-ended survey using the Content Analysis Method to analyze the qualitative data, as suggested by Strauss and Corbin (1999). The resolved data was conceptualized, and then arranged within the framework of rationality. As a result, the themes that define the data are provided using this approach (Yildirim and Simsek 2013). The data gathered from the participants was arranged by coding it into the significant units and sections were named according to this. In determining the themes, the Deductive Method was adopted and the students' responses were used. All of the data was coded accordingly and then a list of codes was created that helped verify all the data collected. In order to determine reliability, the responses from the open-ended questions were analyzed by the researchers with an expert in the field. "*Concensus*" and "*Dissension*" were made clear and proved through the calculation of reliability, that is, P (Percentage of Settlement %) = $[NA$ (Consensus) / NA (Consensus) + ND (Dissension) $\times 100$, as used by Miles and Huberman (1994) was used and the value P was found to be ninety percent, which proves that the research is reliable.

Finding the Themes

The themes were set during data coding and the determined codes were categorized un-

der specific categories at this phase. For example, for the codes relating to purchasing personal care, preferring organic products and choosing one hundred percent biodegradable carrier bags, preferring to purchase organic products is considered as the concept theme and in trying to find the common aspects between the codes, the process of Thematic Coding occurred with this method.

In this research five dimensions were set in total, namely whether the purchased products harmed the environment, whether using water, paper and electricity sparingly made a contribution to the environment, what was considered when buying a bulb or electrical device, the disposal of inoperative electrical resources and the usage of fewer plastic bags.

Organizing Data into Themes and Codes

In this stage the views of the participants were identified in a language coherent to the reader and the first views to be obtained were presented to the reader. In order to identify which response belonged to which participant a footnote was used and the notes were given in quotation marks. Subsequently, it was stated in brackets which participant the form belonged to. An example of the coding system is explained below.

Example 1: "... (PST(TC))

PSTC: Pre-school Teacher Candidate

GCTC: Guidance and Counseling Teacher Candidate

CTC: Classroom Teacher Candidate

GTC: Geography Teacher Candidate

In order to ensure consistency throughout the text, the following sections will be presented using the abbreviations of the candidate departments.

FINDINGS

In this section the views of the teachers towards a sustainable environment are presented in order. This study obtained qualitative data. In qualitative research, the aim is not to present generalizations but to paint a full-scale picture. A qualitative study aims to examine the studied topic in an intensive and detailed way (Yildirim and Simsek 2013). The main concern and focal point of the aforementioned study is the reactions and the attitudes shown at the first step meanwhile the data collection process. In direct quotations, the responses of high frequency

were given more priority. On the other hand, the participants' views were studied in order to present them in each dimension.

Dimension 1: Identifying the Views of Teacher Candidates Concerning Whether the Products They Purchased Harmed the Environment

The first dimension of the study was based on the thoughts of teacher candidates concerning whether all the products (personal care products, cleaning products) they purchased harmed the environment. The views of the candidates

are stated under the themes and ratios given in Table 1 and the views of certain candidates were given directly.

Ninety percent of PSTCs and ninety-six percent of GCTCs put forth the same facts and information on the basis of the purchased products. In relation to this, one of the teacher candidates stated the following, *“Due to my busy life...I don't care about either the environment or anything else. Nevertheless, I do not think that well-known products can harm the environment. In buying a product, I focus more on consumer remarks rather than on it harming*

Table 1: Views towards purchasing all products (personal care products, cleaning products, etc.) with regard to whether they harm the environment or not

Situation of participants	PSTC		GTC		CTC		GCTC	
	f	%	f	%	F	%	f	%
Taking care to purchase organic products	5	10	38	76	46	92	-	-
Individuals not ensuring purchased products are environmentally-friendly	3	6	-	-	-	-	-	-
Preferring environmentally-friendly products for an unpolluted world	3	6	-	-	-	-	-	-
Preferring roll-on deodorants to the kind that harm the atmosphere	2	4	-	-	48	96	-	-
Not preferring canned foods due to their harm of the environment and the well-being of man	1	2	-	-	-	-	-	-
Taking care to purchase recyclable products	4	8	41	82	47	94	-	-
Priority to purchased products than the environment	45	90	-	-	-	-	48	96
People's lack of knowledge	35	70	-	-	-	-	47	94
The transmission of poisonous substances to the environment due to bioaccumulation in the food chain	2	4	-	-	-	-	-	-
Personal products do not harm the environment	20	-	-	-	-	-	-	-
The chemical content of cleaning products used harming the environment	4	4	-	-	-	-	-	-
Harming the environment through using plastic bags for products	3	6	-	-	-	-	-	-
Using products that do not harm the environment	-	-	45	90	-	-	-	-
Arranging seminars to create consumer awareness	-	-	40	80	47	94	-	-
Being forced to choose harmful products due to the absence of environmental	-	-	38	76	38	76	-	-
Perfume, PET bottles and plastic bags causing environmental pollution	-	-	42	84	-	-	-	-
Using ecological cleaning products to conserve the environment	-	-	46	92	45	90	-	-
Carelessness	-	-	4	8	4	8	-	-
Ensuring the purchase of environmentally-friendly products	-	-	-	-	46	92	3	6
Consumer lack of awareness about the products they buy	-	-	-	-	44	88	-	-
Recycling is not useful and done properly	-	-	-	-	-	-	45	90

Preschool Teacher Candidate: PSTC; Geography Teacher Candidates: GTC; Class Teacher Candidates: CTC; Guidance and Counselling Teacher Candidates: GCTC

the environment. In addition, I prefer to buy chemical-based cleaning products because hygiene is more important than the environment” (PST(DK)).

One of the possible reasons for the low percentage of positive views of the PSTCs and the GTCs towards the environment could be due to not receiving environmental studies either in university or in their previous school years. It was determined that in terms of culture, most of the PSTCs came from rural areas and their priorities were given to their personal interests rather than the environment. Moreover, they possessed a moderate level of socio-economic status. In addition, seventy percent of the PSTCs and ninety-four percent of the GTCs stated that they did not possess sufficient knowledge in this area, as they had not received any education related to this field.

Ninety-two percent of GTCs thought that using ecological cleaning products could conserve the environment. One of the teacher candidates stated the following, *“Ensuring that the products we buy are environmentally friendly is a citizen’s duty. In addition to purchasing environmentally friendly products, I believe that we should use paper bags and net bags to carry our shopping. Environmental pollution is due to non-biodegradable plastic bags, so we should not only purchase environmentally friendly products but also ensure that the materials we use for our purchased goods do not harm the environment” (GTC (BK)).* The student from Coventry University pointed out that, *“I do take into consideration using eco-friendly equipment for that reason it could have been an important contradiction since geography fundamentally focuses on sustaining the global processes” (GTC (CE)).* It can be said that best practices in England focused on sustainability.

Ninety-six percent of CTCs stated that they used roll-on deodorants as opposed to deodorants that pollute the atmosphere.

When assessing the views of GTCs and CTCs, it appears that their knowledge is sufficient. It can be said that the candidates’ awareness is due to the effect of receiving environmental studies in university. If it is noted that all of the GTCs are of the same culture, it may be mentioned that one of the reasons for environmental awareness is due to the effects of cultural characteristics. It appears that many of the CTCs are from urban areas and the ideas they

try to convey concerning cycles of nature, inevitably include cultural elements of that particular society. This situation can directly be connected to cultural anthropologic characteristics of teacher candidates. Most of the GTCs and CTCs stated that they possessed a high socio-economic status. It can be said that this is another factor.

Dimension 2: Identifying the Views of Teacher Candidates in Relation to Whether Using Water, Paper and Electricity Sparingly Harmed the Environment

The second dimension of the study related to whether using water, paper and electricity sparingly harmed the environment or not. The participants’ views were stated under the themes and percentages in Table 2. The views of certain candidates were given directly.

Ninety percent of PSTCs mentioned that they did not use water, paper and electricity sparingly because others did not. The same percentage said that these were not used sparingly due to the priority of personal interests. One of the teachers stated the following, *“From my elders... many times I have heard the phrase we must use natural resources sparingly. On television there are constant warnings about these issues... actually, the people who mention these are careless towards these issues. People use a lot of water while shaving...my friends shave in this way...there is no such thing as water running out...when three quarters of the world is covered by water. For this reason, I act carelessly too” (PST(AK)).*

When considering the views and percentages of the obtained findings, it appears that the PSTCs’ personal gains are a priority over the environment. It can be considered that the reason behind the low percentage of positive views towards the environment is that teacher candidates did not receive environmental studies in university or in their previous education. In terms of culture, most of the candidates were from rural areas and stated that values upheld by their particular region of origin came before the environment. Further, it can be stated that this system of thought shows no awareness towards the scarcity of natural resources and is oblivious to the fact that drinking water resources are limited.

Ninety-six percent of GTCs stated that in order to prevent harm to the environment, elec-

Table 2: Views on consuming water, paper and electricity sparingly, in terms of whether it effects the environment

Situation of participant	PSTC		GTC		CTC		GCTC	
	f	%	f	%	F	%	f	%
Using natural resources sparingly in order not to consume it excessively	4	8	47	94	46	92	-	-
Arranging seminars to create consumer awareness	2	4	30	60	40	80	-	-
Preferring environment-friendly products in order to protect these resources	3	6	46	92	45	90	-	-
Consuming water, paper and electricity sparingly for economic reasons	28	56	3	6	3	6	35	70
Not using water, paper and electricity sparingly due to others not doing so	45	90	2	4	3	6	40	80
Carelessness	43	86	2	4	2	4	45	90
Not consuming sparingly due to the priority of personal interests	45	90	3	6	3	6	46	92
Using electricity sparingly due to its production in thermal power plants in North Cyprus	-	-	48	96	40	80	-	-
Conserving water by using a bucket whilst washing cars	-	-	35	70	35	70	-	-
People's lack of awareness on this issue	-	-	45	90	44	88	45	90
Wasting paper harms the environment due to the chemicals used in the process of paper- whitening	-	-	-	-	37	74	-	-
Careless consumption of electricity leading to global warming	-	-	-	-	40	80	-	-
Finding it nonsense to consume paper sparely instead of buying it	-	-	-	-	-	-	39	78
Consuming water, paper and electricity sparingly as a contributing factor to the environment	-	-	-	-	-	-	3	6

Preschool Teacher Candidates: PSTC; Geography Teacher Candidates: GTC; Classroom Teacher Candidate: CTC; Guidance and Counselling Teacher Candidates: GCTC

tricity ought to be used in North Cyprus sparingly since it was produced with the aid of thermal power plants, and this was striking. The view of the teacher candidate studying in Coventry University was, *“Personal consumption of goods and energy doesn't have a negative nor positive impact on the environment. However, more centrist regulation supported by the governments and other bodies could have been more effective”* (GTC(CE)).

When analyzing the GTCs' views and percentages, it can be said that the candidates are well informed on the issue. It can also be said that among the reasons for the candidates' awareness was the impact of the curriculum they received during their university education, which gave a priority to these topics, in addition to receiving environmental studies. When considering that GTCs were all of the same culture, it can be said that cultural characteristics were one of the reasons behind their sensitivity towards the environment. The GTCs stated that even if the issues were not addressed directly in their culture, the press and broadcasting media often

discuss these issues, which had an impact on them. Teacher candidate from Coventry University particularly emphasized the importance of sustainable environmental policies.

Ninety-two percent of CTCs mentioned that one must consume natural resources sparingly in order not to consume them excessively. One of the teacher candidates stated the following, *“One day the natural resources of the world will certainly run out... We must use natural resources sparingly in order to ensure that future generations can use them too. Paper means the deforestation of trees. The deforestation of trees invites erosion. Erosion then leads to the desertification of the soil, so we must use less paper and save trees”* (CTC(DL)).

When observing the CTCs' views and their percentages, it seems that they are well informed about this issue. It can be said that one of the reasons for the candidates' awareness is the impact of the environmental studies, which they received during their university education. Environmental awareness of CTCs from urban areas was greatly influenced by their past training

and environmental values as opposed to regional customs. That many of the CTCs came from urban areas and for them to state that their recycling was carried out in the strict sense reflects that cultural characteristics were one of the reasons behind their sensitivity towards the environment.

Ninety-two percent of GCTCs stated that they do not use water, paper or electricity economically because their priority is not the environment but their personal interest. When the views and percentages of candidates are evaluated, it may be interpreted that their perceptions towards the environment cannot be considered favorable. Considering that they had not taken any environmental courses in their studies, as well as not giving any significance to environmental values, it is possible to say that all these factors might have an impact on such perceptions. Moreover, the fact that ninety percent of candidates do not have any knowledge on the issue supports the finding of their lack of environmental education.

Dimension 3: Identifying the Teacher Candidates' Views on What They Consider When Purchasing Bulbs and Domestic Electrical Devices for Their Homes

The third dimension of the study encompassed what the teacher candidates considered when purchasing bulbs and electrical devices for their homes. The participants' views are shown in Table 3, under the given themes and percentages and some of the candidates' views were given directly.

Ninety-two percent of PSTCs indicated that they consider their personal interests as a priority when purchasing such appliances.

From the evaluation of views and percentages arising from the findings, it appears that the personal interests of PSTCs come before the environment. The justification for the percentage on positive perceptions towards the environment might be the lack of environmental education of teacher candidates at university and before. According to the study, the majority of candidates are from rural areas and priority in their areas is personal interest rather than the environment. Yet, this may be the reason why they choose their personal interests over the environment. Additionally, as candidates indicate that there is no such perception in society, there might be confusion for them at the behavioral level.

Ninety percent of GTCs and ninety-six percent of CTCs indicated that they tried to purchase energy-saving products previously. One of the CTCs stated the following: *"It is known that natural resources are being consumed rapidly, in other words...where its consumption is manmade, the policy of sustainability attracts attention and it is known that serious measures have been taken in order to leave behind the last of the resources for future generations. For this reason, it is clear that we must take care with the products we buy in order to leave behind a world that is livable. If the people are not informed about this issue and if an environmental policy is not formed, man will be responsible for the destruction of both himself and the world"* (CTC(TR)). The view of the teacher candidate studying in Coventry University was, *"I usually choose eco-friendly and low energy consumer goods. However, these items are usually more expensive comparing to the convectional products and this economic as-*

Table 3: Views on what is considered when purchasing a bulb or domestic electrical devices for the home

Situation of participant	PSTC		GTC		CTC		GCTC	
	f	%	f	%	F	%	f	%
Paying attention to whether the purchased products are energy-saving	3	6	45	90	48	96	3	6
People's lack of awareness	40	80	43	86	43	86	47	94
Carelessness	45	90	3	6	2	4	48	96
The priority being personal gains when purchasing these kinds of products	46	92	2	4	2	4	45	90
Non-energy saving products harming the domestic and national economy	-	-	42	84	44	88	-	-
For a sustainable world renewable energy use must be supported as well as energy saving products	-	-	-	-	45	90	-	-

Preschool Teacher Candidates: PSTC; Geography Teacher Candidates: GTC; Classroom Teacher Candidate: CTC; Guidance and Counselling Teacher Candidates: GCTC

pect usually keeps me from consuming these goods continuously" (GTC(CE)). It can be said that economic aspects sometimes affects the positive attitudes of well-informed people. Although a sound environmental education with related practices are found in university curricula, personal and economic factors override such awareness.

When analyzing the CTCs' and GTCs' views and the percentages of these views, it is evident that they are well informed on the issue. It can be mentioned that the reason behind the candidates' awareness is the effect of the environmental studies received during their university education. Those CTCs who are from urban areas and who still maintain cultural ties to certain regions like to connect their positive interest to environmental issues to the culture of their particular regions. This situation can directly be connected to cultural anthropology.

Ninety-six percent of GCTCs state that they do not give attention to such issues while ninety-four percent have no idea about the issue at all. One of the GCTCs stated the following, "*When I buy something for my own house, my priority concern is the price. There are some rumors that expensive products have no harm on the environment, yet I think that every product does some damage to the environment. Why should we buy the expensive product? This sounds very stupid to me. I am not concerned with environmental issues actually. Natural resources are not depleted. I believe that all these are the tricks of commercial circles. If I am sure that a product is durable with an expensive price tag, I will buy it, but I am also concerned that I should not harm the environment*" (GCTC (BH)).

When the views and percentages of GCTCs are evaluated, it may be interpreted that their perceptions towards the environment cannot be considered favorable. This is likely to be a result of two factors. Firstly, they fall into the category of not having been involved in any environmental education themselves. Secondly, the regions where they originate from, appear not to regard environmental issues as prior concerns.

Dimension 4: Identifying the Teacher Candidates' Views on the Disposal of Inoperative Electrical Devices

The fourth dimension of the research identified the teacher candidates' views based on

the disposal of inoperative electrical devices. The participants' views are shown in Table 4, under the given themes and percentages. Some of the candidates' views are also given directly.

Ninety-two percent of PSTCs stated that there is no reason for them to be careful since institutions are not careful themselves.

From the evaluation of views and percentages arising from the findings, it seems that the personal interests of PSTCs come before the environment. The justification for the percentage of positive perceptions towards the environment might be the lack of environmental education of teacher candidates at university or before. According to the study, the majority of candidates are from rural areas and priority in their areas is personal interest instead of the environment. Yet this may be the reason why they choose personal interests over the environment. Additionally, as candidates indicate that there is no such perception in society, there might be confusion for them at the behavioral level. It is possible to consider that their level of environmental knowledge is not very high since they think that such products do not damage the environment.

Ninety-two percent of the geography teacher candidates mentioned that these products definitely needed to be recycled and that disposing of them in nature is quite dangerous. A teacher candidate studying in Coventry University mentioned about their disposal in dustbins, "*Their harm to the environment is a proven fact. However, if households are not provided with the necessary disposal options in North Cyprus...in environmental campaigns the solution cannot be found*" (GTC(CE)). The teacher candidate especially stated the lack of disposal options in North Cyprus and cited the lack of sustainable environmental policy.

One of the most important points stated in the views of GTCs was that very little work is being done in North Cyprus in relation to these issues. In this sense, it can be said that the GTCs' beliefs concerning the issues solution were negative. When considering the candidates' views and their percentages, it can be seen that they are well informed about the topic. It can also be mentioned that among the reasons for the candidates' awareness was the effect of receiving environmental studies and the inclusion of these issues in the curriculum they received during their university education. When considering

Table 4: Views concerning the disposal of inoperative electrical devices whose recycling is not possible (cell, battery, etc.) in dustbins

<i>Situation of participant</i>	<i>PSTC</i>		<i>GTC</i>		<i>CTC</i>		<i>GCTC</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>F</i>	<i>%</i>
These kinds of products causing air, water and soil pollution	4	8	45	90	44	88	-	-
These products definitely ought to be recycled	4	8	46	92	47	94	3	6
The need to inform the community about this issue	45	90	44	88	47	94	-	-
Not important where they are thrown away	44	88	-	-	-	-	-	-
Do not care because the related corporations do not either	46	92	-	-	-	-	-	-
The priority being how useful these products are	45	90	-	-	-	-	-	-
These products do not harm the environment	44	88	-	-	-	-	-	-
The fiasco of recycling batteries in North Cyprus	-	-	45	90	-	-	-	-
Having very little work done and no consideration in relation to these issues in North Cyprus	-	-	45	90	-	-	-	-
Disposing of these products in nature is quite dangerous	-	-	46	92	46	92	-	-
Using rechargeable electrical devices	-	-	40	80	38	76	-	-
The need for municipalities to develop policies to collect these kinds of products	-	-	43	86	-	-	-	-
People's lack of awareness	-	-	3	6	2	4	45	90
The need for these kinds of products to be buried in the soil	-	-	4	8	-	-	-	-
The immediate need for the government to increase the number of companies able to collect and eliminate these products	-	-	-	-	40	80	-	-
The municipalities working very hard to collect these kinds of products	-	-	-	-	43	86	-	-
The need to burn these kinds of products to destroy them	-	-	-	-	2	4	-	-
The priority being personal gains when purchasing these kinds of products	-	-	-	-	-	-	47	94

Preschool Teacher Candidates: PSTC; Geography Teacher Candidates: GTC; Classroom Teacher Candidate: CTC; Guidance and Counselling Teacher Candidates: GCTC

that all of the GTCs are of the same culture, it can be said that one of the reasons for their sensitivity towards the environment is the effect of their cultural characteristics. It was stated by the teachers that despite their culture's ability to apply these matters directly, the press and broadcasting media discussing these issues impact them. They declared that the press and broadcasting media discussed especially the absence of recycling often.

Ninety-four percent of the CTCs mentioned that they thought recycling was necessary and that the community needed to be informed about this topic. One of the CTCs stated the following, "In recent years...collecting these kinds of products separately has been initiated and serious efforts are being made to recycle. Especially in Turkey, the municipalities collect these prod-

ucts alongside many other substances and recycle them. This shows that recycling is carried out properly. Collecting recyclable products separately reflects the value given to conserving the environment. That some schools and supermarkets offer battery recycling boxes reflects an increase in the awareness of this issue" (CTC(KH)).

When observing the CTCs' views and the percentages of these views, it is seen that they are quite aware of this issue. The percentage of the negative views being fairly low supports this finding. Among the reasons for the candidates' awareness is the effect of receiving environmental studies during their university education. Most of the CTCs are from urban areas and when considering that their community regarded environmental values and recycling as important,

it can be said that one of the reasons for their sensitivity towards the environment was the effect of their cultural characteristics.

Ninety-four percent of GCTCs state that they care about their personal interest before the environment when purchasing these products, while ninety percent have no opinion on the issue.

When the views and percentages of GCTCs are evaluated, it may be interpreted that their perceptions towards the environment cannot be considered favorable. It can be restated that lack of prior environmental education backed by a regional culture where such values are not at the top of cultural concerns, are the factors responsible for the results. This situation can directly be connected to cultural anthropology.

Dimension 5: Identifying the Teacher Candidates' Views on Using Fewer Plastic Bags to Carry Purchased Food and Other Products

The fifth dimension of the study was based on the views of the teachers concerning the us-

age of fewer plastic bags to carry purchased food and other products. The participants' views are noted in Table 5 under the given themes and percentages and some of the candidates' views are given directly.

Ninety-two percent of PSTCs stated that they do not think plastic bags harm the environment.

From the evaluation of views and percentages arising from the findings, it appears that the personal interests of PSTCs come before the environment. The reason for this might be due to a lack of environmental education at university or before. According to the study, the majority of candidates are from the rural areas, their personal priorities do not position environmental factors at the top of the lists. They do not see any reasons to change the priorities either as those around them have similar views regarding the environment. It is possible to say that their level of environmental knowledge is not very advanced since they think that such products do not damage the environment.

Ninety-two percent of GTCs stated that they thought the usage of net and paper bags should

Table 5: Views on using fewer plastic bags for purchased food and other products in relation to environmental awareness

<i>Situation of participant</i>	<i>PSTC</i>		<i>GTC</i>		<i>CTC</i>		<i>GCTC</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Using as few plastic bags as possible	3	6	45	90	47	94	-	-
The widespread usage of paper bags and net bags	2	4	46	92	47	94	-	-
People's regard for plastic bags as being more convenient	45	90	-	-	-	-	-	-
To consider plastic bags as harmless to the environment	46	92	-	-	-	-	-	-
People's lack of awareness	40	80	-	-	-	-	-	-
Taking extra plastic bags from the market is needed to collect the garbage in the houses	40	80	-	-	-	-	-	-
People's lack of knowledge	44	88	-	-	-	-	45	90
Pollution of nature via plastic bags	-	-	46	92	47	94	-	-
Banning the usage of carrier bags	-	-	40	80	46	92	-	-
Encouraging equipment capable of handling recycling	-	-	44	88	45	90	-	-
Organising seminars to raise consumer awareness	-	-	45	90	46	92	-	-
Very little efforts made in North Cyprus in increasing the use of biodegradable plastic bags and no efforts made for its expansion	-	-	45	90	-	-	-	-
People's priority being to make their lives easier	-	-	4	8	3	6	46	92
Recycling and destructive methods reduce the care in this subject	-	-	-	-	-	-	3	6
Being sensible to the environment is everyone's responsibility	-	-	-	-	-	-	3	6
Carelessness	-	-	-	-	-	-	46	92

Preschool Teacher Candidates: PSTC; Geography Teacher Candidates: GTC; Classroom Teacher Candidate: CTC; Guidance and Counselling Teacher Candidates: GCTC

be encouraged and that plastic bags polluted the environment. The student studying in Coventry University mentioned the following, *“In terms of personal awareness and action, using carrier bags is very effective, but positive results only depend on the support of... companies”* (GTC(CE)). Teacher candidates stated the necessity of collaboration between the companies and the government. In England, such collaborations can be seen but in North Cyprus, they are uncommon.

When the views and percentages of GTCs are evaluated, very little effort was made to localize these biodegradable bags apart from a few supermarkets. Moreover, no effort was made to produce them either. Therefore, it can be said that the candidates' views on the solution to this issue were negative. When considering the candidates' views and their percentages, it was observed that the candidates are quite informed about this issue. It can be mentioned that among the reasons for the candidates' awareness was the effect of the inclusion of these issues in the curriculum received during their university education in addition to receiving environmental studies. When bearing in mind that all of the GTCs are of the same culture, one can say that one of the reasons for their sensitivity towards the environment is the influence of their particular culture. The teachers also stated that even though their culture did not address these issues directly, the press and broadcasting media frequently discussing these issues had an impact on them.

Ninety-four percent of CTCs stated that they thought one must use as few plastic bags as possible, that these bags polluted nature and that the usage of paper and net bags should be encouraged. One of the CTCs stated the following, *“It's a proven fact...that plastic bags take a while to decompose. Most plastic materials do not decompose anyway or take a while to. For this reason we should use as few plastic bags as possible. As long as supermarkets do not stop using plastics bags, in other words as long as the usage of these bags are not banned, I believe a solution won't be found to this issue if the use of plastic bags aren't forbidden”* (CTC(LK)).

When considering the CTCs' views and their percentages it can be identified that they are quite informed about this topic. The percentage of the negative views being quite low is of a

nature that supports this finding. It can be said that one of the reasons for the candidates' awareness is that they received environmental studies during their university education. When considering that many of the CTCs came from urban areas and that they stated that the inhabitants of their homeland gave regard to recycling and environmental values, it can be said that one of the reasons for their environmental awareness was the effect of their cultural characteristics.

Ninety-two percent of GCTCs noted that they do not give any importance to this issue, and their priority is whether it makes their lives easier or not. One of the GCTCs stated the following, *“I do not care about the number of plastic bags that I take. I do not make any effort to use less plastic bags. I think about myself before the environment. With all due respect, I am the one carrying those plastic bags. They say that they harm the environment. If they do, why do all the supermarkets give plastic bags for free? They would not be free if they do harm. Therefore I do not think that they cause any damage to the environment. Most probably they will launch a new product for carrying purpose-sand they are opening the way for it. They discredit plastic bags. I will not stop using plastic bags. I do not also believe that they damage the environment. I will keep using them”* (GCTC (OY)).

When the views and percentages of GCTCs are evaluated, it may be interpreted that their perceptions towards the environment cannot be considered favorable. This can be a direct result of both lack of education and lack of concern for environmental issues. Moreover, the fact that ninety percent of candidates noting that not having any knowledge on the issue, supports the finding of their lack of environmental education.

DISCUSSION

In order to determine the views of teachers towards a sustainable environment, the results gained from the questions posed are discussed in five dimensions below.

Dimension 1

In order to identify the views of the teachers whether the products they purchase are eco-friendly, the participants in the study group were asked their thoughts. According to Table 1, the view that the products they buy have differ-

ent priorities to the environment was stated by ninety percent of pre-school teachers, that one can conserve the environment by cleaning ecologically was stated by ninety-two percent of guidance and counseling teachers, the view that personal care products like roll-on deodorants should be used instead of deodorants that pollute the atmosphere was stated by ninety-six percent of classroom teachers and that in all the products they purchase the priority is personal gains not the environment was stated by ninety-six percent of geography teachers (see Table 1). When examining this further, it can be said that the fact that pre-school teachers and guidance and counseling teachers having not received environmental studies and lack of regard for environmental issues in their culture, is one of the reasons why their views towards the environment are not so positive. In contrast, it is evident that the geography teachers and classroom teachers who stated that they received environmental studies and high regard for environmental issues in their culture had more positive views towards the environment as opposed to the other candidates. This situation can directly be connected to cultural anthropologic characteristics of teacher candidates. Cultural anthropologic characteristics of teachers are also an important factor, which affects their views positively towards environment. Erol and Gezer (2006) state that receiving environmental studies did not create an impact. This current study shows a difference due to the gathered findings. The findings obtained from the studies of Kápylá and Wahlström (2000), Yilmaz et al. (2002), Denis and Genc (2007), Kahyaoglu et al. (2008), Yavetz et al. (2009), Kasot (2012), Ozsoy (2012), Aydin and Unaldi (2013), Kolomuc and Acisli (2013), Goldman et al. (2014), Timur et al. (2013), Tan (2014), Timur et al. (2014), Ozturk et al. (2015), Ashmann and Franzen (2015), Dymant and Hill (2015), Erduran Avci and Denis Celiker (2015), Loubser (2015), Mughal (2015) and Sewilam et al. (2015) were similar in this regard.

Dimension 2

In order to determine the views of teacher candidates of different cultures on using water, paper and electricity sparingly, the participants of the study group were asked their thoughts. According to Table 2, the view that they do not use water, paper and electricity because others

do not also and that they do not use them sparingly because their main priority is their personal gains rather than the environment was given by ninety percent of pre-school teachers. The view that due to electricity in North Cyprus being produced in thermal power plants one must use it sparingly so that the environment is not harmed was given by ninety-six percent of guidance and counseling teachers. Moreover, that one must use natural resources sparingly in order not to consume them excessively was stated by ninety-two percent of classroom teachers. The view that they do not use them sparingly because their main priority is their personal gains not the environment was stated by ninety-two percent of guidance and counseling teachers. During the analysis of the views, it can be regarded that the pre-school and guidance and counseling teachers' views towards the environment were not adequate due to shortfalls in their own environmental education and cultural background. This situation can directly be connected to cultural anthropologic characteristics of teacher candidates. Cultural anthropologic characteristics of teachers are also an important factor, which affect their views towards the environment. When considering the percentages obtained, it can be mentioned that the candidates' personal gains are the main priority, whereas the classroom teachers and geography teachers who had received environmental training influenced the general picture positively. The results obtained from the current study are different to the study conducted by Erol and Gezer (2006), which stated that receiving environmental studies did not create an impact. The results obtained are also similar with the results of Kápylá and Wahlström (2000), Denis and Genc (2007), Yavetz et al. (2009), Ozsoy (2012), Kasot (2012), Aydin and Unaldi (2013), Goldman et al. (2014), Tan (2014), Ozturk et al. (2015), Ashmann and Franzen (2015), Dymant and Hill (2015), Erduran Avci and Denis Celiker (2015), Loubser (2015), Mughal (2015) and Sewilam et al. (2015).

The findings of the geography teachers comply with the study of Koc and Karatekin (2013) and Ozturk et al. (2015).

Dimension 3

In order to determine the views of the teachers from different cultures on what they considered when purchasing bulbs and domes-

tic electrical appliances, the participants in the study group were asked their thoughts. According to Table 3, the view that when purchasing these kinds of products their personal gains are their priority was stated by ninety-two percent of pre-school teachers. The view that they take care to purchase products that are energy-saving was stated by ninety-nine percent of geography teachers and by ninety-six percent of classroom teachers. Moreover, the view that they do not express concern with these issues was stated by ninety-six percent of guidance and counseling teachers. When considering the fact that pre-school and guidance and counseling teachers did not receive environmental studies and that their culture gave high regard to environmental values, it can be said that these reasons are responsible for their negative views towards the environment. In the analysis of the obtained percentages, it was stated that the candidates' personal benefits were the main priority. It is seen in the themes' percentages that the classroom and geography teachers who received environmental studies possessed a highly positive views towards the environment. The findings obtained from the current study contradict the study of Erol and Gezer (2006) that suggested that environmental studies did not create an impact. In addition, the candidates stating that the culture was an important factor in shaping their views with regards to the environment. This situation can directly be connected to cultural anthropologic characteristics of teacher candidates. Here it can be seen again that cultural anthropologic characteristics of teacher candidates are an important factor, which affect their views towards the environment. The findings obtained here bear a resemblance to the findings obtained in the studies by Kápylá and Wahlström (2000), Yilmaz et al. (2002), Denis and Genc (2007), Kahyaoglu et al. (2008), Yavetz et al. (2009), Kasot (2012), Ozsoy (2012), Aydin and Unaldi (2013), Timur et al. (2013), Kolomuc and Acisli (2013), Goldman et al. (2014), Tan (2014), Timur et al. (2014), Ozturk et al. (2015), Ashmann and Franzen (2015), Dymment and Hill (2015), Erduran Avci and Denis Celiker (2015), Loubser (2015), Mughal (2015) and Sewilam et al. (2015).

Dimension 4

In order to determine the views of the teacher candidates of different cultures on what they consider when disposing of inoperative electrical devices, the participants of the study group

were asked about their thoughts. According to Table 4, the view that institutions are not acting consciously so why should individuals was stated by ninety-two percent of pre-school teachers. The view that the recycling of these kinds of products must certainly be done and that the disposal of these products in nature is quite dangerous was stated by ninety-two percent of geography teachers. Ninety-four percent of classroom teachers stated that these kinds of products should certainly be recycled and that the community should be made aware of this issue. Moreover, the view that when purchasing these products, the main priority is not the environment but rather "personal gains" was stated by ninety-four percent of guidance and counseling teachers. When observing these views, it can be said that pre-school teachers and guidance and counseling teachers without environmental education cannot influenced their students positively in environmental matters. In the assessment of the percentage results, it was identified that the teachers' personal benefits were the priority. It is seen in the percentages of the themes that the classroom and geography teachers who received environmental studies are seen to have high regard of views towards the environment. The findings obtained from the current study are in contrast to the study of Erol and Gezer (2006), which stated that receiving environmental education did not create an impact. Further, the researchers can mention that the candidates with favorable views to the environment were mostly influenced by their regional cultures. This situation can directly be connected to cultural anthropologic characteristics of teacher candidates. Yet again, cultural anthropologic characteristics of teachers are highlighted in forming the opinions towards environment. The findings obtained are similar to the results of Kápylá and Wahlström (2000), Yilmaz et al. (2002), Denis and Genc (2007), Kahyaoglu et al. (2008), Yavetz et al. (2009), Kasot (2012), Ozsoy (2012), Aydin and Unaldi (2013), Kete (2013), Kolomuc and Acisli (2013), Goldman et al. (2014), Tan (2014), Timur et al. (2014), Ozturk et al. (2015), Ashmann and Franzen (2015), Dymment and Hill (2015), Erduran Avci and Denis Celiker (2015), Loubser (2015), Mughal (2015) and Sewilam et al. (2015).

Dimension 5

In order to determine the views of teacher- of different cultures on using fewer carrier bags

for food and other products they have purchased, the participants of the study group were asked their thoughts on the topic. According to Table 5, the view that plastic bags do not harm the environment was stated by ninety-two percent of pre-school teachers. Moreover, the view that the use of net and paper bags should be encouraged and that plastic bags polluted nature was stated by ninety-two percent of guidance and counseling teachers. In contrast, the view that people should use as few plastics as possible, people should be encouraged to use of net and paper bags and that plastic bags polluted nature was stated by ninety-four percent of classroom teachers. Furthermore, the view that people do not care about this issue and that plastic bags polluted nature was stated by ninety-two percent of guidance and counseling teachers. When analyzing the views, it can be stated that lack of prior environmental education backed by regional culture where such values are not at the top cultural concerns are responsible for lack of respect for the environment in case of pre-school teachers and guidance and counseling teachers. This situation can directly be connected to cultural anthropologic characteristics of teacher candidates. For the fifth time, the researchers have to draw the same conclusion that cultural anthropologic characteristics of teachers are also an important factor, which affects their views towards the environment. When assessing the obtained percentages, it is identified that the teachers' personal benefits are the main priority. The classroom and geography teachers who received environmental studies have quite a high regard towards the environment, which can be seen in the percentages of the themes. The findings obtained in the current study are in contrast to those of Erol and Gezer (2006), which stated that receiving environmental studies had no impact on students. Furthermore, it can be said that the candidates to state that their culture regarded the environment as important was the reason for the high regard towards the environment. There are similarities in the findings of Kápylá and Wahlström (2000), Yilmaz et al. (2002), Erten (2005), Denis and Genc (2007), Kahyaoglu et al. (2008), Yavetz et al. (2009), Kasot (2012), Ozsoy (2012), Aydin and Unaldi (2013), Kolomuc and Acisli (2013), Timur et al. (2013), Tan (2014), Timur et al. (2014), Ozturk et al. (2015), Ashmann and Franzen (2015), Dymont and Hill (2015), Erduran Avci

and Denis Celiker (2015), Loubser (2015), Mughal (2015) and Sewilam et al. (2015).

CONCLUSION

Students are affected by their cultural environment. The environmental studies received in their previous years of education were effective in shaping their attitudes towards the environment. When considering the socioeconomic status of the teachers, it is clear that most of the classroom and geography teachers have a high socio-economic status and most of the pre-school and guidance and counseling teachers have a moderate socioeconomic status. It can be mentioned that this situation had a positive impact on their views towards the environment, as have the other factors. On the other hand, the quantitative studies in general pointed out that the people born and raised in rural areas were more considerate towards the environment. In accordance with the findings it can be said that the personal gains of individuals living in rural areas have a priority over the environment. For this reason, receiving environmental studies alone does not create any impact on individual's views towards the environment.

RECOMMENDATIONS

In accordance with the findings it is suggested that in the training of teachers, effective environmental studies must be applied and should be developed as an environmental education curriculum. Therefore, an opportunity will be provided for teachers to be trained as environmentally literate individuals. It is suggested that applied environmental studies should be added to their curriculum, the addition of seminars on consumer awareness and renewable energy should be included amongst the faculty seminars, they should be encouraged to become members of environmental clubs and recycling boxes should be established in order to help raise the awareness of these students.

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