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ANALYZING THE ENVIRONMENTAL AWARENESS OF STUDENTS ACCORDING TO THEIR EDUCATIONAL STAGE

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ABSTRACT

Environmental consciousness and environmental awareness are behaviors which can be gained with an environmental education of high quality at early ages. The environmental education which could be given in parallel with the cognitive development of the student will make the individual sensitive to the environment lifelong. The aim of this study is to determine the environmental consciousness and the perceptions of the students in Northern Cyprus between the ranges from the primary to higher education levels. The design of this study which is conducted appropriate to the qualitative research method is case study. The sample group is formed from 78 students from one primary school, one secondary school, one high school and one university which are regarded as having a high success degree in Northern Cyprus education system. In the study, "The Environmental Knowledge and Awareness of Environmental Problems Interview Form" was used which was prepared in a structured way by the researcher. The gained data have been analyzed in the direction of sub directions after theming and discussed in parallel with the literature. At the end of the study, it is found that the environmental awareness of the students vary according to their educational stage, although the low grade students approach more emotional to the environment, the further education level the more environmental consciousness they have. In addition to the results, to increase the environmental sensitiveness of the families and children, some suggestions are offered to non-governmental organizations, universities and academicians, the Ministry of Education in Northern Cyprus, and families.

Keywords: educational stage, environmental awareness, environmental consciousness, environmental education.

INTRODUCTION:

The global knowledge world of the 21st century requires rethinking about economy, politics, social facts, technology and increasing importance for information besides rethinking ecology and discussing it as a part of tendency in globalisation. Environmental issues have become a subject which is widely discussed and waiting for solution towards the concern of whole humanity. The individuals develop awareness and take precautions towards this subject is considered as an important step in solving problems. From this point of view, among individuals, especially youth, the subjects about creating environmental awareness and constructing consciousness of protecting environment have also been researched in academic studies (Tunç, Ömür, & Düren, 2012).

Individual behaviours related to environment have been influenced by people's attitude and belief. At the same time, the way of discussing about environmental issues is also seen as a moral issue. The individuals who have environmental awareness and who worry about the self-effects of the environmental issues are supposed to behave with a care towards environment in every activity while leading their lives. Yet the behaviour of individuals towards the environment is the reflections of their environmental sensitiveness (Gadenne, Kennedy, & McKeiver, 2009).

Environmental consciousness is the sum of behaviours that transfers ideas to the life which include environmental decisions, principles, comments and sum of emotions related to these behaviours (Türk, 2011). Education programs have primary importance in raising awareness about environment. Environmental education is the process of improving attitude to protect nature, value judgement, knowledge, skill and showing environmental-friendly behaviours and observing its results (Özpınar, 2010). Preserving natural resources, developing a common sense for environmental issues and constructing a clean and healthy future can be provided by giving necessary importance to education (Fırat, Kiraz, & Sepetcioğlu, 2012). Kiziroğlu (2009) has come to a conclusion as below about environmental education:

- Environmental education shapes the ecologic behaviour patterns of individuals.
- Environmental education includes the relationship of behaviours with natural, social and artificial environment which is demanded at schools and universities.
- Environmental education helps students to gain the necessary ability for solving problems at school, enables them to take part in political life
- Environmental education should be provided in interdisciplinary level
- Environmental education should be shaped in accordance with students, families, mass media, non-government organisations, school management and teachers

In 'Our Social Environment' lesson which is taught to 4th and 5th grade students at Northern Cyprus education system, the environment subject is appropriate for this age group takes place and this lesson is supported as well as reinforced with activities (Science-Nature Activity). Formerly, there used to be the 'Environment, Nature and Traffic' lesson for primary school children in 1st, 2nd and 3rd classes but later, this lesson was removed from the curriculum. At present, the environmental subjects are placed in the related units convolutedly within life science subject. In the 4th and 5th grades, environmental topics take part in the Social Studies lesson within the name of 'Technology and Environment' where the advantages and disadvantages of technology are discussed (Yetkin & Daşcan, 2010).

As per the curriculum laid by General Certificate of Secondary Education (GCSE), the environmental topics are placed under Foundation Science to GCSE (for 6-7th), Science and Geography (for 6th grade), Science (for 7-8th grade), Geography, Biology and Chemistry (for 9-10-11-12th grade) lessons (Fırat, Kiraz, & Gündüz, 2011).

At the level of bachelor degree, the lessons within environmental theme haven't taken commensurate place. As a result of structuring developments in Education, the curriculum were redesigned by the end of 2006 (YÖK, 2006). During this process, the 'Environmental Science' lesson which was taught in Faculty of Education has been given a place as 'Environmental Education' in Primary School Teaching Department. In the new environmental education curriculum, some basic subjects such as letting individuals be more sensitive to the environment, teaching ecological concepts and introducing environmental pollution were more closely have been attempted to discuss (Bozkurt, 2010; Fırat, 2013). It is a discussion point that was raised in parallel to rapidly increasing environmental issues, how much this lesson could provoke the sensitivity, consciousness and behaviour to students, with 2 lesson hours per week at Faculties of Education and only in Primary School Teaching Departments.

The aim of this study is to determine the environmental perspectives, perceptions and recognition of

environmental-themed problems among the students attending their education in Primary school, Middle school, high school and university in parallel with their cognitive development level and their educational level. Perception is the mental interpretation of remarks coming from outer world. Perceptions show those are seen, interpreted, believed and behaved (Arkonaç, 2014). In this manner, the environmental consciousness of students and their perception towards environmental issues have been attempted to determine in accordance with their cognitive development.

METHODOLOGY:

The study aiming to determine the recognition and awareness about environmental perspectives and environment-themed problems among the students attending their education in primary school, middle school, high school and university in accordance with their cognitive development has been conducted as case study design appropriately with qualitative research method. Qualitative research is the process of questioning and understanding the issues about human and social life with distinct methods and procedures (Creswell, 2013). Researcher, whilst making a qualitative research, designs the research in a natural setting with creating a total research table using word analyses and detailed participant interview reports. A researcher who is doing qualitative research maintains the process by explaining concepts, meanings and relations on the basis of observation, interview and documents (Güneyli & Akıntuğ, 2012; Merriam, 2009). Case study design is a deep longitudinal research of a situation or a case instead of researching certain amount of variables and applying significant rules. In the design, the processes such as observation of the happenings in the real setting, systematic data collection, analysis and finding the results occur (Lawrence, 2009).

A total of 78 people participated in this study out of which 21 belongs to 5th grade (primary school), 21 from 8th grade (middle school), 16 are studying in 12th grade (high school) and 20 pursuing 5th grade (university). Schools have been formed by the senior students of the schools which are accepted in the successful list of Northern Cyprus with the thought of providing academic homogeneity. The distribution of the study group is given in table 1.

Table 1: The distribution of the participants according to schools and classes in which they get the education

School	F	%
Girne 23 Nisan Primary School, 5th grade (primary school)	21	26.92
Güzelyurt Türk Maarif College, 8th grade (middle school)	21	26.92
Güzelyurt Türk Maarif College, 12th grade (high school)	16	20.51
Near East University Geography Teaching Dept., 5th grade (university)	20	25.64
Total	**78**	**100**

In the study, the interview form "Environment Awareness and Perception of Environmental Issues" was developed in a structured way by the researcher was used. Before applying the research form, validity and reliability studies have been performed. First, the items have been formed and by receiving the opinions of three more experts, necessary changes have been made. As a pilot study, the items have been answered by eight students in total; two from each education level and in accordance with the given feedbacks, necessary changes have been made and the form has been finalized. The questionnaire form was applied in person by the researcher and the collected data was analyzed by coding appropriately to qualitative research methods. Data was transferred to computer by the SPSS 20.0 program and interpreted with frequency and percentage tables (IBM Corp.).

FINDINGS AND DISCUSSION:

Participants' answers to the question: "What do you understand from the environment concept?"

The table 2, is presented with the analysis of the answers that the students, who are getting education in the last steps of primary school, middle school, high school and universities chosen as a sample for the study, have given to the question "What do you understand from the environment concept?" The answers from the students have been themed under the codes live, lifeless and, both live and lifeless.

Table 2: The Frequency Distribution of the Answers Given to "What Do You Understand from the Environment Concept?" Question

Themes	Primary		Middle		High		University	
	N	%	N	%	N	%	N	%
Live	4	19	6	29	2	12.5	5	25
Live and lifeless	12	57	8	38	12	75	10	50
Lifeless	5	24	7	33	2	12.5	5	25
Total	**21**	**100**	**21**	**100**	**16**	**100**	**20**	**100**

Analysing the percentage frequencies of the answers that the participants gave to the question related with how they perceived the environment concept, it is seen that 57% of the primary 5th grades, 38% of the middle school 8th grades, 75% of the high school 12th grades, and 50% of the university 5th grade told that they perceive environment as live and lifeless. This result shows that the environmental perception of the majority of the participants involves both 'live' and 'lifeless environment' and it is determined that this result reveals the two aspects which are accepted in environment definition. One of the primary school students (P32) has expressed an opinion to this question as *"a place where we live in, including any kind of trees and flowers, containing plentiful fresh oxygen, having natural beauties and having mountains and plateaus"*. A participant from the senior class at university (U2) has defined environment as *"a place where human leads the life integrated with nature"*. Another striking result was that the primary school students gave the correct answer with higher percentage (57%). It is estimated that this result derives from the fact that environment-themed lessons are given in the primary school curriculum clearly, explicitly and in an activity-supported way. A similar research has been done by Bağcı and Yardımcı (2010). Researchers, in their study, determined that majority of the students perceive environment as a place that consists of live, lifeless objects and plants are more dominant than animals in children's environment perception and they associate environment least with human.

Participants' answers to the question: "Is there pollution in your environment?"

In table 3, there are the analyses of the answers of the students to the question: "Is there pollution in your environment?".

Table 3: The Frequency Distribution of the answers given to "Is There Pollution in Your Environment?" Question

Themes	Primary		Middle		High		University	
	N	%	N	%	N	%	N	%
Yes	21	100	20	95	16	100	20	100
No	0	0	1	5	0	0	0	0
Total	**21**	**100**	**21**	**100**	**16**	**100**	**20**	**100**

It is inferred that all the participants answered the question as 'yes' in a large extent (primary 100%, middle school 95%, high school 100% and university 100%). This result proves that irrespective of the development level, the students' environmental pollution awareness is high. It is considered that in the appearance of this situation, social stimulus family, and school education have got the effect. While students in general, have answered this question in common as *"yes, there is, rubbish thrown away, plastic bottles, wrappings, cigarettes, noise, copper mine fallout"*, one middle school student (M50) has given opinion in this way: *"There is. Municipality goes on a strike, garbage masses, causes environmental pollution"*. In her study, Alerby (2000) has reached the conclusion that unless environmental pollution comes into question as a definition, students perceive environment positively. Malkoç (2011), in his study has researched about the trainees' environmental attitudes and cognitive awareness. The study stated a parallel relation between these variables. Mert (2006) attempted to determine high school students' knowledge level about environment, environmental education, solid waste and recyclable fallout and their sensitivity to the environmental issues and determined that successful students have more environmental sensitivity than the unsuccessful students.

Participants' answers to the question: "Which of the lessons you have at school give information about environment?"

In table 4, students' definition about environmental themed lessons is seen.

Table 4: The Frequency Distribution of the Answers Given to "Which of the Lessons You Have at School Give Information About Environment?" Question

Themes	Primary		Middle		High		University	
	N	%	N	%	N	%	N	%
Biology	0	0	0	0	4	25	0	0
Geography	0	0	10	47.5	2	12.5	1	5
Geography and biology	0	0	9	43	6	37.5	0	0
Geography and environment education	0	0	0	0	0	0	2	10
Environment education	0	0	0	0	0	0	11	55
Environment and natural disasters	0	0	0	0	0	0	6	30
Chemistry and biology	0	0	0	0	2	12.5	0	0
Chemistry biology and geography	0	0	0	0	1	6.3	0	0
Social sciences and science	21	100	2	9.5	0	0	0	0
No answer	0	0	0	0	1	6.3	0	0
Total	**21**	**100**	**21**	**100**	**16**	**100**	**20**	**100**

Students answered that they were taught environment related lessons with these proportions for each grade: 100% of the 5th grade in social sciences and science, 48% of the 8th grades geography, 38% of the 12th grades geography and biology and 55% of 5th grades at university. Besides, some answers received declare that geography and natural disasters lessons deal with environmental subjects. As seen in the table, environmental education itself is given only in university level. In the research conducted earlier, it is said that the importance was given to environment is inadequate in the education system. Tombul (2006) has researched about the importance of environmental education and as a requirement of this, Education for Environment curriculum has been researched in primary, secondary, higher, university education and in non-formal education. In the study, environment-education relations, the aims and the principles of environmental education, evaluation of environment in formal and non-formal education, activities of some ministries and institutions about education for environment have been researched which stated that much more importance should be given to education to avoid increasing pollution and unconscious behaviours.

Participants' answers to the question: "Do you ever take part in environmental movements at or outside the school?"

Students' active participations to the groups about environment have been questioned; the results of the analyses are given in table 5.

Table 5: The Frequency Distribution of the answers given to "Do You Ever Take Part in Environmental Movements at or Outside the School?" Question

Themes	Primary		Middle		High		University	
	N	%	N	%	N	%	N	%
Yes, individual	0	0	2	9.5	1	6.3	0	0
Yes, school	0	0	2	9.5	4	25	0	0
Yes, civil	1	5	2	9.5	2	12.5	9	45
No	20	95	15	71.5	9	56.2	11	55
Total	**21**	**100**	**21**	**100**	**16**	**100**	**20**	**100**

Although the students' awareness of environment concept and environment pollution results being high, that they cannot embrace the environment actively may be the consequence of not having enough environmental movement around them or not being motivated enough in the family or at school. It is understood from the table above that majority of the students are not sensitive in this subject. Hence, a middle school student (M43) has answered the question as *"I don't take part in, but I would love to, we don't have any in our school"*. In

comparison to this, it is stated that environmental movements take more part in high schools, the students go to the garbage collection, environmental marching and planting trees in the whole school: *"Usually, we go to some specific districts and collect garbage with the school"* (H63). But from the results, it is understood that the awareness rises at the rate of development level, civil environment movements and the participation to the environmental education increases, too. In their study, Barriero, Jimenez and Manzanal (1999) have reached the conclusion that the students who have directly been in touch with the natural environment by joining field trips have understood the relation of eco-system and its components better.

Participants' answers to the question: "What do you understand from the "*who pollutes will pay*" principle?"
Table 6 shows the frequency distributions of the answers that the students have given to "What do you understand from the "*who pollutes will pay*" principle?" question.

Table 6: The Frequency Distributions of the Answers Given to "What Do You Understand from the "Who Pollutes Will Pay" Principle?" Question

Themes	Primary		Middle		High		University	
	N	%	N	%	N	%	N	%
Moral	13	62	10	47.5	5	31	2	10
Money	8	38	9	43.1	10	63	13	65
Both	0	0	1	4.7	0	0	0	0
No answer	0	0	1	4.7	1	6	5	25
Total	**21**	**100**	**21**	**100**	**16**	**100**	**20**	**100**

From the table, it is understood that the understanding about "pays spiritually" lowers as the age rises (5th grade 62%, 8th grade 48%, 12th grade 31% and university 5th grade 10%). This striking result supports the point which is formerly stated that children's sensitivity and sensuality is strong. Children have interpreted the "who pollutes will pay" concept not as a capital punishment but as a personal harm. As the age rises, the case that spirituality turns into materiality doesn't change in the environment subject: "it's one of the rules that our government has to implement, the people who pollute our environment should pay severe penalties, there should be a payoff for the crime committed" (U4), "one day, those who drop litter, will breathe the air that they have polluted" (M49), "nature will make us pay for this one day" (P25). The answers show that the awareness has increased: "in the capitalist system of our world, the most polluting are big companies, these big companies should take precautions against environmental problems" (U14), "everyone is responsible for what they have done, people pollute the environment and pay for this sardonically, and global warming is the evidence for this" (M43).

Participants' answers to the question: "According to you how sensitive is our society about environment?"
In table 7, there is the frequency distribution of the answers that the participants have given to "According to you how sensitive is our society about environment?" question.

Table 7: The Frequency Distribution of the Answers Given to "According to You How Sensitive Is Our Society About Environment?" Question

Themes	Primary		Middle		High		University	
	N	%	N	%	N	%	N	%
Low	19	90	14	66.7	16	100	16	80
High	2	10	2	9.5	0	0	2	10
Middle	0	0	5	23.8	0	0	2	10
Total	**21**	**100**	**21**	**100**	**16**	**100**	**20**	**100**

As observed in the table, the sensitivity of the society have been perceived as "low" in all development levels (90% in 5th grade, 67% in 8th grades, 100% in 12th grades, 80 in university 5th grade). Generally mentioned items are throwing trash out of the cars, leftover broken glass pieces in picnic areas, chopped trees, and inadequacy of public transportation. The opinions of a primary school student and a high school student is as follows: "it's not good because those dropping litter aren't warned, the awareness of the society isn't raised" (P32), "in my opinion we aren't sensitive as a society, we only live our lives, we don't think about saving the environment and leave it to the next generations, we use the nature whatever turns us on, such as cutting down

the trees to have more road spaces (H68). In the study performed by Şimşekli (2004), primary school students' attraction is drawn to the environmental subjects, they are provided to think and produce ideas and as a result it is determined that the environmental education sensitivity of the schools is not at the desired level.

Participants' answers to the question: "In your opinion, how sensitive are you to the environment subject?"
In table 8, there is the frequency distribution of the answers that the participants have given to the "In your opinion, how sensitive are you to the environment subject?". As understood from the table, 5th, 8th and 12th grade students have determined that they see themselves as "middle level sensitive" (5th grade 52%, 8th grade 52%, 12th grade 63%). But 60% of the university senior students have qualified themselves as "very sensitive".

Table 8: The Frequency Distribution of the Answers Given to "In Your Opinion, How Sensitive Are You to the Environment Subject?" Question

Themes	Primary		Middle		High		University	
	N	%	N	%	N	%	N	%
Low	1	5	2	10	3	18.7	0	0
High	9	43	8	38	3	18.7	12	60
Middle	11	52	11	52	10	62.5	7	35
No answer	0	0	0	0	0	0	1	5
Total	**21**	**100**	**21**	**100**	**16**	**100**	**20**	**100**

While primary and middle school students see themselves "high" or "middle level sensitive", they have generally mentioned about not dropping litter and keeping the chocolate wrappings in their pockets if there isn't any wastebasket around. As the development level has increased, the answers have shifted to the environmental protection themes such as planting trees, renewable energy and ozone friendly deodorants. But the answer of a high school student who qualifies himself as "low sensitive" is highly desperate: "low, because the sensitiveness hasn't been formed in the society, even if I have high level, I cannot fix the society" (H75). There are some students criticising the system: "I'm not high level sensitive, middle, we are not the whole reason for this, there isn't even only one wastebasket in front of the newly opened mall" (H72), "in a tiniest environmental pollution, by informing the newspapers, I will provide municipalities and the aldermen to be deciphered, to transfer our environment to the new generations, I consider this as my duty (U16).

Participants' answers to the question: "Are the environmental problems of Northern Cyprus at critical dimensions?"
In table 9, the frequency distribution of the answers that the participants have given to the "Are the environmental problems of Northern Cyprus at critical dimensions?" question is given. In this question which aims to measure the awareness of students' environment and the pollution in their environment, the answers have been generally qualified as "high" by primary and university students, whereas these answers have been expressed as "middle level" by middle and high school students. Only 2 of the 78 participants think that environmental problems are not at critical dimensions. This result shows that the awareness and perception of the students towards environment are high level.

Table 9: The Frequency Distribution of the Answers Given to "Are the Environmental Problems of Northern Cyprus at Critical Dimensions?" Question

Themes	Primary		Middle		High		University	
	N	%	N	%	N	%	N	%
Low	0	0	2	9.5	0	0	0	0
High	14	67	8	38	6	38	14	70
Middle	7	33	10	47.5	9	56	6	30
No answer	0	0	1	5	1	6	0	0
Total	**21**	**100**	**21**	**100**	**16**	**100**	**20**	**100**

Students have generally drawn attention to copper mine fallout, not recycling garbage and infrastructure problems: "environmental pollution has started to effect life, for instance, Dikmen Dumping Ground, rainwater turning into flood, CMC copper fallout (H74), "at a critical dimension, solid, liquid and gas contaminations

from power plants, decrease of turtle population because of beach pollution, people leaving their garbage around (U7). Another result derived from this question is that primary school students' thinking the seriousness of the environmental issues consist only of dropping litter; they're not mentioning about power plants, quarries, decreasing greenery, extinct turtles and wild animals, CMC copper mine, false infrastructure, garbage dump on fire. This result is the indicator that during the primary school education, these students haven't been given enough information about the environment they live in. The result is consistent with the literature. Yalçınkaya (2012), in his study, has revealed that according to students both from the point of Turkey and the world, deforestation, water, air and soil pollution and global warming are stated as a severe environmental issue, but compared to Turkey, it is estimated that there are more severe environmental problems worldwide. A similar research has been conducted by Huang and Yore (2003). Researchers, in their study, determined Canadian children were worried or very worried about extinction of animals and plants (92.5%), water and river pollution (87.8%), and air pollution (87.1%); Taiwanese children were worried or very worried about air pollution (95.2%), water and river pollution (94.6%), and the extinction of animals and plants (93.6%). These results are in high level for critical dimensions about environmental problems as resulted in this study.

Participants' answers to the question: "How can the environmental issues be solved in Northern Cyprus?"

In table 10, the frequency distributions of the participants' answers to the question: "How can the environmental issues are solved in Northern Cyprus?" is presented. The answers from the students have been themed under the codes punishment, education, protesting and political. As seen in the table, in all types of schools and classes, the perception that the environmental issues can be solved in accordance with education is widespread to a large extent and it is also seen that as the grades increase, some factors emerge such as protesting, political and punishment while education and environmental awareness increase. 95% of the 5th grade students have developed the "could be solved by education" idea as their development level suggests: "awareness of the people should be raised" (P29). With the increasing age, different solution offers have been developed: "by giving conferences at schools, by putting up posters around about environment, by fining companies which cause environmental pollution" (M55), "with commercials and protesting of the people awareness should be raised, relevant ministry should make a law" (H71), "the government should take precautions, strict punishments should be given, filters should be installed to the factory chimneys, greeneries should be protected, awareness of environment should be constituted, seminars and conferences should be given" (U4).

Table 10: The Frequency Distribution of the Answers Given to "How Can the Environmental Issues Be Solved in Northern Cyprus?" Question

Themes	Primary		Middle		High		University	
	N	%	N	%	N	%	N	%
Punishment	0	0	3	14	0	0	0	0
Punishment and education	0	0	1	5	3	19	2	10
Education	20	95	11	52	9	56	7	35
Education and protesting	1	5	4	19	1	6	4	20
Education and political	0	0	0	0	1	6	1	5
Protesting	0	0	2	10	0	0	2	10
Political	0	0	0	0	2	13	3	15
No answer	0	0	0	0	0	0	1	5
Total	**21**	**100**	**21**	**100**	**16**	**100**	**20**	**100**

Participants' answers to the question: "What do you fulfil for the solution?"

As the frequency distributions of the answers that the all participants have given to the question "What do you fulfil for the solution?" in table 11 checked, it is recognized that individual solutions are suggested mostly. As the grades increase, reaching the solution with activities becomes the topic as well as individual endeavours. Parallel to improving education, the attitudes develop for constituting environmental consciousness and the awareness for solving environmental issues rise.

Table 11: The Frequency Distribution of the Answers Given to "What Do You Fulfil for the Solution?" Question

Themes	Primary		Middle		High		University	
	N	%	N	%	N	%	N	%
Activity	0	0	1	5	1	6	4	20
Activity individual	0	0	5	24	1	6	1	5
Individual	21	100	15	71	9	56	14	70
No answer	0	0	0	0	5	31	1	5
Total	**21**	**100**	**21**	**100**	**16**	**100**	**20**	**100**

While only "I don't drop litter" type answers are given in 5th grades, as the age level increase, it is seen that the answers in "I don't drop litter, I warn those who drop litter, I use ozone friendly products, I take part in environmental activities" types develop. A middle school student has given his opinion in this way: "I throw my litter into the bin, I use public transportation, I warn people around me" (M56). The ideas of university students have been found broader: "I take part in social responsibility projects" (U1). It is obvious that consciousness and awareness rise in accordance with the education level.

CONCLUSION:

In this study it's aimed to determine the students' point of view, who are attending their education in primary 5th grade, middle 8th grade, high school 12th grade and university 5th grade in Northern Cyprus, on environmental facts, recognizing environmental themed problems and environmental perceptions. The results gained in the study are presented below.

1. From the answers given to the first question used in the study "What do you understand from the environmental concept?", it has been understood that environmental perception of the majority of the participants include live and lifeless environment. The "live and lifeless environment" concepts are the two factors accepted in the definition of environment.
2. In the result of evaluating the participants' answers to the question "Is there pollution in your environment?", without regarding the development level, it is determined that the majority of the students' perception towards environment is high.
3. In the result of evaluating the participants' answers to "Which of the lessons you have at school give information about Environment?" question, it is observed that lessons about environment take place especially at university grade.
4. After evaluating the answers of the question assessing the participants' participation to the environmental movements in or outside the school, it is recognized that most of the students are not sensitive in this topic.
5. In the result of evaluating the answers given to the question "What do you understand from the 'who pollutes will pay' principle?" it is understood that the primary school students have given "pays spiritually" themed answers in 62 per cent.
6. The thoughts of the participants are asked about "the sensitivity of the society about environment". The answers received are at the "low sensitive" level at all development levels. The same question is individualized as "How sensitive are you?". After evaluating the received answers, it is recognized that primary and middle school students consider themselves as "high" or "middle level sensitive".
7. Those who participated in the study were asked their opinions about the level of environmental issues in Northern Cyprus. After evaluating the received answers, it is seen that students' perception towards the environment they live is high.
8. To the students who participated in the study were asked their opinions about how the environmental issues could be solved. After evaluating the answers, it is determined that at all grade and school levels, there is this perception to a large extent that the environmental issues in Northern Cyprus could be solved in accordance with education.

To increase the environmental sensitiveness primarily, families' awareness should be raised about environment, pollution, pollution avoiding and solution and the families' perception levels to the environmental sensitiveness should be raised. For raising the environmental perception of the participants who perceive environment only as

live or lifeless, environment lessons or lessons about environment should be added to the curriculum. If environment lessons are included at primary, middle and high schools, students' environmental knowledge and correspondingly their environmental perception and sensitiveness will increase and their positive attitude developing will be provided. Ministry of Education should revise the syllabi; compulsory environment lessons should be added to primary, middle, high schools and universities, besides, putting units about environmental education in all school subjects should be provided. Also it is necessary that the legislative power should attempt more zealous efforts to make workable laws and these laws should be enforced by executive power and those who don't obey should be punished. In addition to all these, it is estimated that government, education institutions and non-government organizations' planning activities which support formal and non-formal education will increase attitude and consciousness.

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