

Attitude towards Environmental Education of Primary Graduates in Bangladesh

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ABSTRACT

The study focused on primary graduates' attitude towards Environmental Education (EE) in Bangladesh. The study was based on attitude survey in the light of national and international research done on EE and education for sustainable development and the different related policies here in Bangladesh. The study is quantitative in nature, adopting quantitative data. The data was collected from 16 main stream government secondary schools in four different regions in Bangladesh. A total of 480 primary graduates were constituted as sample for the study. The data was collected through a Likert scale. While the development of tools emphasis was given to the curriculum of primary education and terminal competencies related to EE at primary level in Bangladesh. To assess the students' attitude towards EE a composite score was developed by accumulating total score and classified into four groups as Highly favorable, Favorable, Moderately favorable and Less favorable using respective range boundary. The study reveals that a total of 54.60 percent students showed a favorable attitude towards EE. On the other hand, a total of 9.20 percent, 24.20 percent and 12.10 percent students showed a highly favorable, moderately favorable, and less favorable attitude towards EE respectively. The study also showed that there were a variation within and in-between regions and gender resulted in respect of attitude towards EE. On the basis of the findings of the study, it was concluded that the respondents expressed variations in their perceptions to EE, and showed different attitudes towards environment. This study recommended several initiatives for up-grading the students' attitude level towards EE based on the findings. The major initiatives that need to be taken are highly favorable attitude towards EE should be developed among the students in Bangladesh; EE should be introduced largely in primary education through introducing child-friendly contents; teachers' pedagogical knowledge and skills should be enhanced on EE; awareness of parents, teachers and education officials on EE should be developed; environmental education should be started at the very early age of the learners at school as well as at home. More importantly, this study recommended developing children's values to practice their learning of EE in real-life context.

Keywords: *Attitude, Environmental Education, Primary Graduate.*

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Introduction

Since the Tbilisi Declaration in 1977, there has been a push for an ecology-based definition of EE that is inherent in society's economic, technological, and cultural components. In the last decade, a number of studies have concentrated on assessing diverse communities' environmental knowledge, attitudes, and practices. Leeming, Bracken and Dwyer (1995) developed a scale to assess children's environmental attitudes and understanding in elementary, middle, and junior high schools. Leeming's scale looked to fill a gap in the market for a scale to assess children's global environmental literacy and attitudes. However, the research (Hsu & Roth 1996, Leeming, Bracken & Dwyer 1995; Mangas & Martinez 1997) demonstrated that environmental knowledge and attitudes are strongly linked. Musser and Diamond (1999) established an "age-appropriate scale" for assessing pre-school children's environmental views and discovered a link between students' attitudes and their participation in various environmental activities. They showed that children's views about various sorts of environmental activities at school were impacted by their parents' participation in such activities. The researchers believe that the family and school are critical environments in which young children learn about behavior patterns and form attitudes that are appropriate for their culture and environment. Dettman-Easler and Pease (1999) suggested that classroom work should be more closely interwoven with residential programs, and the number of pre-, during-, and post-visit activities should be increased for this purpose. Tikka, Kuitunen and Tynys (2000) investigated the effects of educational background on students' levels of environmental attitude, activity, and knowledge in a variety of educational establishments in central Finland, and their findings revealed significant differences among students in terms of gender and educational backgrounds. Tuncer, Ertepinar, Tekkaya, and Sungur (2005) investigated young people's environmental attitudes in Turkey and found that attitudes differed depending on the respondents' school type and gender, but that there was universal support for environmental conservation in general. Bogan and Kromrey (1996) attempted to measure knowledge, attitude, behavior, and political actions in their environmental literacy survey of Florida high school students and discovered that students scored 37 percent on the knowledge component, had a positive attitude toward the environment, knew environmentally responsible behaviors, but had limited knowledge of political actions.

Learning environment in non-formal and in-formal contexts is more enjoyable, and this leads to students changing their behavior more readily and sustainably. In the study conducted by

Ballantyne (1999) found that such programs give learners a positive learning experience and modify their attitudes toward the environment. As a result, EE programs that target learners are more effective, hands-on, and pleasant in modifying participants' environmental behavior. On the other hand, environmental attitudes are formed over a long period of time (Eagles & Demare, 1999). They came up with this idea after observing that children who participated in a week-long environmental education program at a residential camp showed no significant changes in their environmental attitudes. As a result, the argument was made that a week-long timeframe is insufficient to significantly increase existing environmental attitudes; rather, environmental attitudes are formed through time.

Environmental behavior, according to Cornelissen, Pandelaere, Warlop, and Dewitte (2008) defines and builds environmental attitudes. They argued that environmental attitudes can be constructed through environmental practices on the spot, or when existing attitudes are ambiguous or weak. People may derive their attitudes towards ecological behaviors from the frequency with which they engaged in them in the past. The reasoning was validated, and scientists referred to the self-perception theory based on study. The theory expressed the idea that people's attitudes toward the environment develop as a result of their involvement in environmental practices.

Although the development of EE is a long-term process, Eagles and Demare (1999) suggested that it is at the earliest stage of personality formation that environmental values and attitudes toward the environment are formed. Wilson (1996) backed up this claim by identifying two key reasons for starting EE at a young age in a child's life. The following are some of the reasons for this: first, if a child does not develop a feeling of responsibility, respect, and a positive attitude toward nature throughout his or her upbringing, he or she is unlikely to adopt such views later in life. As a result, the early years of a child's existence are critical for instilling a feeling of responsibility, respect, and a positive attitude toward the environment. Second, for fostering healthy, beneficial interactions with the natural environment in the early years of a child's existence, this begins with EE.

Environmental education

UNESCO (1977) defined "environmental education" as a process which aimed at developing a world population that is aware of and concerned about the total environment and its associated problems, and which has the knowledge, attitudes, motivations, commitments, and skills to work individually and collectively toward solutions of current problems and the prevention of new ones. The collective aims, goals, and objectives of environmental education that resulted from the convention are globally called the Tbilisi Declaration (UNESCO, 1977). The Tbilisi Declaration stated five categories of environmental education.

Table 1

The Tbilisi stated five categories of EE

Awareness	to assist social groups and individuals in acquiring awareness and sensitivity to the total environment and its allied problems.
Knowledge	to assist social groups and individuals in gaining a variety of experiences and acquiring a basic understanding of the environment and its associated problems.
Attitudes	to assist social groups and individuals in acquiring a set of values and feelings of concern for the environment and motivation for actively participating in environmental improvement and protection.
Skills	to provide social groups and individuals with the skills for identifying and solving environmental problems.
Action	to provide social groups and individuals with an opportunity to be actively involved at all levels in working toward the resolution of environmental problems.

However, this is to say that EE is a system which enable people gain awareness about environment and acquire knowledge, skills, values, experiences, and engage them individually or collectively to solve problems, and take action to improve the environment.

Research questions

The following research questions were raised for this study:

1. What level of attitudes do students possess towards environment?
2. What level of attitudes do students possess towards environment based on region?
3. What level of attitudes do students possess towards environment based on Gender?

Significance of the study

Recently environmental education has received more attention over the world and wishes to be raised with a view to defend the surroundings and to save our mother earth. So, to meet the desires of the Sustainable Development Goals (SDG), EE has known as for the desire to assist humans in converting their knowledge, attitudes, and studying environmental practices. Like other countries, Bangladesh is also highly concerned about EE for its' natural disasters and environmental crisis. Environmental Education has been introduced within the integrated approaches at all level of education in Bangladesh. The National Education Policy (2010) of Bangladesh recommended EE aimed (no. 18) to build students as skilled human resources to

fight the challenges of the world threatened by climate change and other natural disasters and to create a social awareness about environment; and (no. 29) to take various steps to foster hygienic awareness of the students.

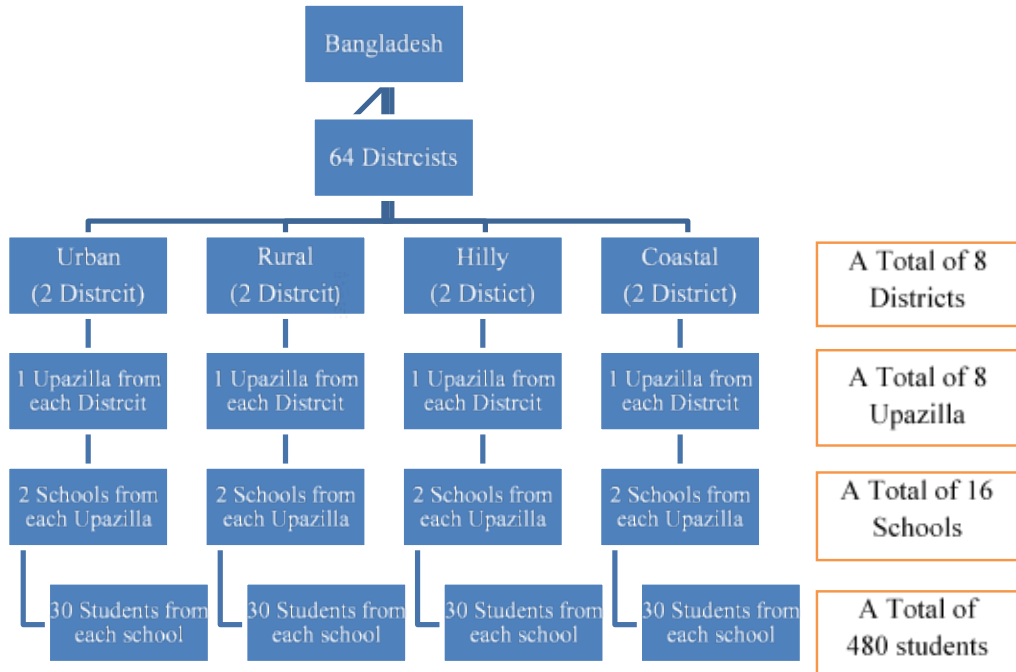
However, the significance of the study could be described in some of its most important aspects. Firstly, the study is a survey in nature dealt with an in-depth investigation of students' environmental attitudes. Secondly, the study could enable students aware of environment related problems and issues, and help them strengthen their dealings with environment. Finally, policy makers and relevant stakeholders would get a new window of thought in developing expected attitudes of the students and linking environmental attitudes and practices in formal and informal settings in Bangladesh.

Methodology

By nature this study is predominantly quantitative. The survey design has been adopted for this study. The study has been conducted at the level of primary level of education in Bangladesh. The data has been collected from randomly selected 480 students, who have just completed primary education known as primary graduate from 16 secondary schools in class VI. Considering the geographic characteristics of Bangladesh, 25% students have been selected from urban area; 25% students have been selected from rural area; 25% students have been selected from hilly area and the rest 25% students have been selected coastal area. Among 480 students, 50% are boys and 50% are girls in consideration of gender. A representative sample size was estimated including 30 students from each school. So to meet up the proportioned sample 480 students, 16 schools were estimated for this study. To meet up the equal number of sampled girls and boys, one girls' secondary school and one boys' secondary school were selected purposively from each upazilla. Figure 1 represented the multistage purposive sampling for selecting schools covering diversity and geographical location of Bangladesh.

Figure 1,

Description of the selecting schools Multistage purposive sampling



Bangladesh is a diversified country in her geographic location including weather, communications, constructions, language, socio-economic conditions of the people, life style etc. Considering the diversity of Bangladesh the multistage purposive sampling technique was incorporated for this study.

The instrument for the study has been developed as Likert scale (3 point). As it was for the early grade students, so the scale was developed simply containing 3 points as “Agreed”, “Disagreed” and “Neutral” containing 21 items for measuring students feeling or thinking about environment. The validity and reliability of the scale have been ensured through the sample survey. The significance has been tested using appropriate inferential statistics where necessary.

The data was coded using alpha-numeric coding system for analysis and CSPro (6.1 version) used for data entry operations. The collected data was analyzed through descriptive statistics like mean, standard deviation, percentage distribution etc. where found appropriate by applying computer software like SPSS (20.0 version) and MSExcel.

Data analysis and results

To assess the attitude level of the students towards EE, a composite score has been developed by accumulating total attitude scores and classified into four groups as Highly favorable, Favorable, Moderately favorable and Less favorable as well. In respect of leveling attitude of the students towards EE the following scoring method was used:

Table 2.

The range of attitude level by score

<i>Attitude level</i>	<i>Principle</i>	<i>Range of scores</i>
Highly favorable	Above Mean+1	>61.44
Favorable	Mean to Mean+1	>56.69 – 61.44
Moderately favorable	Mean-1 to Mean	>51.94 – 56.69
Less favorable	Less than Mean-1	<=51.94

Note: = standard deviation

Here, the mean (M) and standard deviation () for attitude score were found as M = 56.69 and = 4.75 respectively. Here, the maximum value was >61.44 and minimum value was <=51.94.

Level of Attitudes towards EE

By using the scoring method the table (2) represented the level wise percentages for attitude of the students towards EE:

Table 3.

Level of attitude towards EE (%)

<i>Level</i>	<i>Range of scores</i>	<i>Total</i>
Highly favorable	>61.44	9.2
Favorable	>56.69 – 61.44	54.6
Moderately favorable	>51.94 – 56.69	24.2
Less favorable	<=51.94	12.1

The study showed that a total of 9.20 percent of the students had a score >61.44 (above mean+1) which denoted that they had possessed highly favorable attitude towards EE. A total of 54.60 percent students had a score >56.69 – 61.44 (mean to mean+1) which denoted a favorable attitude level towards EE among the students. The students who had scored >51.94 – 56.69 (mean-1 to mean) belonged moderately favorable level of attitude towards EE consisted a total of 24.20 percent. Finally, a total of 12.10 percent of the students had a score <=51.94 (less than Mean-1) which reflected that they had possessed a less favorable attitude towards environment.

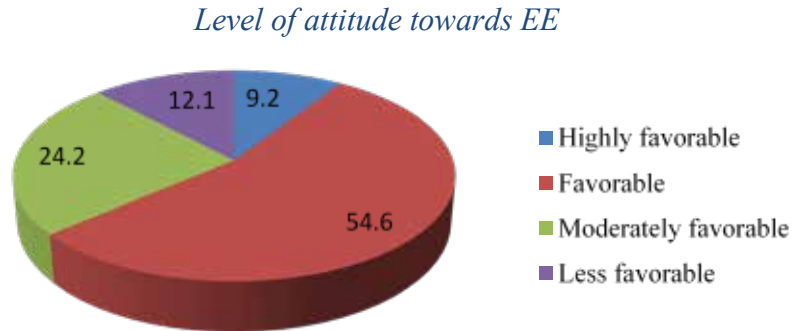
Figure 2:*Level of attitude towards EE (%) (n=480)*

Figure 2 showed that a significant proportioned (9.20%) of the students showed a highly favorable attitude towards EE. On the other hand, more than half (54.60%) of the students showed a favorable attitude towards environment. In other words majority of the respondents (54.60%) were favorable in the criterion of attitude compared to other criterion of attitude levels. Near about one fourth (24.20%) of the students possessed moderately favorable attitude towards environment. A large proportioned (12.10%) student ranked as less favorable attitude level towards environment.

Level of Attitude towards EE based on region

The study assessed the attitude level of the students based on region. To draw a comparative picture in detail the study analyzed the attitude level towards EE regionally of the students as rural, urban, hilly, and coastal area of Bangladesh.

Table 4.*Level of attitude towards EE based on region (%)*

<i>Level of attitude</i>	<i>Rural</i>	<i>Urban</i>	<i>Hilly</i>	<i>Coastal</i>	<i>Total</i>
Highly favorable	5.3	20.8	7.3	9.2	9.2
Favorable	44.7	54.2	71.2	38.3	54.6
Moderately favorable	31.7	20.8	11.5	36.7	24.2
Less favorable	18.3	4.2	10.0	15.8	12.1

The table 3 represented the level of attitude towards EE by region. In case of rural area, the study showed that only 5.30 percent students had exposed a highly favorable attitude towards environment, on the other hand 44.7 percent, 31.70 percent and 18.30 percent were remarked as in the level of favorable, moderately favorable, and less favorable attitude towards EE

respectively. Among the students of urban area, 20.80 percent showed highly favorable level attitude towards EE, where as 54.20 percent, 20.80 percent and 4.20 percent were favorable, moderately favorable, and less favorable in level of attitude respectively. In case of hilly area, it was found that 7.30 percent of the students had shown a highly favorable attitude towards EE, where as 71.20 percent, 11.50 percent, and 10.00 percent students were ranked as favorable, moderately favorable, and less favorable respectively in respect of attitude towards EE. In case of coastal area, the students of 9.20 percent had exposed a highly favorable attitude towards EE, 38.30 percent had shown a favorable attitude, but 36.70 percent and 15.80 percent were denoted as moderately favorable and less favorable level of attitude towards EE respectively.

At the criterion of highly favorable attitude level towards EE, the urban students were in the leading position consisted a total 20.80 percent compared to the students of other regions. On the other hand, at the same level the students of rural, hilly and coastal area were 5.30 percent, 7.30 and 9.20 percent respectively. In case of favorable attitude level towards EE of the hilly students (71.20 %) were placed in the leading position. More than half (54.20%) of the students of urban area also possessed a favorable attitude towards EE. On the other hand a large number of students of rural (44.70%) and coastal (38.30%) area also belonged to the same criterion. At the range of moderately favorable level of attitude towards EE, students from coastal area consisted of 36.70 percent were in the leading position. At the same level of attitude towards EE, students of rural, urban, and hilly area, it was 31.70 percent, 20.80 percent, and 11.50 percent respectively. In case of less favorable attitude towards EE, the rural students (18.30%) were in the worst position. On the other hand the students of urban, hilly and coastal area denoted as 4.20 percent, 10.00 percent and 15.80 percent respectively (at the 5% level of sig).

Level of attitude towards EE based on gender

The study attempted to measure the attitude level of the students towards EE based on gender. The data was collected from equal number of boys (240) and girls (240) as respondents. The following table (Table: 1.4) represented the gender wise attitude level towards EE (%).

Table 5:

Attitude level of EE based on gender (%)

<i>Level of attitude</i>	<i>Total</i>		<i>Grand Total</i>
	<i>Girl</i>	<i>Boy</i>	
Highly favorable	9.2	9.2	9.2
Favorable	52.1	57.1	54.6
Moderately favorable	28.8	19.6	24.2
Less favorable	10.0	14.2	12.1

Table 4 showed that both of girls and boys possessed a highly favorable attitude towards EE consisted the same figure of 9.20 percent. At the favorable attitude level 52.10 percent were girls and 57.10 percent were boys. On the other hand a total of 28.80 percent girls and 19.60 percent boys possessed moderately favorable attitude towards EE. In case of less favorable attitude level boys and girls were found 14.20 percent and 10.00 percent respectively.

At the highly favorable attitude level towards EE, both girls and boys were in the parallel line consisted 9.20 percent. At the favorable level of attitude boys were in the better position consisted 57.10 percent compared to girls 52.10 percent. In the criterion of moderately favorable level of attitude girls were in the leading position consisting 28.80 percent compared to boys 19.60 percent. Among the less favorable range of attitude boys were in the worst position consisted 14.20 percent compared to girls 10.00 percent (at the 5% level of sig).

Level of attitude towards EE by region and gender

The study also attempted to analyze the level of attitude towards EE based on region and gender. The following table (5) represented the results of attitude level towards EE based on region and gender.

Table 6,

Level of attitude towards EE by region and gender (%)

<i>Level of attitude</i>	<i>Rural</i>		<i>Urban</i>		<i>Hilly</i>		<i>Coastal</i>		<i>Total</i>	
	<i>Girl</i>	<i>Boy</i>	<i>Girl</i>	<i>Boy</i>	<i>Girl</i>	<i>Boy</i>	<i>Girl</i>	<i>Boy</i>	<i>Girl</i>	<i>Boy</i>
Highly favorable	9.0	6.7	21.7	20.0	6.7	9.0	8.3	10.0	9.2	9.2
Favorable	41.0	43.3	61.7	46.7	65.0	71.3	31.7	45.0	52.1	57.1
Moderately favorable	36.7	26.7	15.0	26.7	15.0	13.0	48.3	25.0	28.8	19.6
Less favorable	13.3	23.3	1.7	6.7	13.3	6.7	11.7	20.0	10.0	14.2

Table 5 showed that in case of rural area, 9.00 percent girls and 6.70 percent boys possessed a highly favorable attitude towards EE. Among the favorable attitude level 41.00 percent were girl and 43.30 percent were boy. At the moderately favorable attitude level 36.70 percent were girls and 26.70 percent were boys. At the less favorable attitude level 13.30 percent and 23.30 percent were girls and boys respectively.

In case of urban area, at the highly favorable attitude level towards EE girls consisted of 21.70 percent and boys 20.00 percent. On the other hand, 61.70 percent girls and 46.70 percent boys showed a favorable attitude towards EE. At the moderately favorable attitude level girls and boys were found 15.00 percent and 26.70 percent respectively. Finally, at the less favorable attitude towards EE girls were 1.70 percent and 6.70 percent were boys.

In case of hilly area, 6.70 percent girls and 9.00 percent boys showed a highly favorable attitude towards EE. At the range of favorable attitude level towards EE, 65.00 percent and 71.30 percent were girls and boys respectively. In the same region 15.00 percent girls and 13.00 percent boys were placed at the moderately favorable attitude level towards EE. At the less favorable attitude level 13.30 percent and 6.70 percent were girls and boys respectively.

In case of coastal area, 8.30 percent and 10.00 percent girls and boys respectively possessed a highly favorable attitude towards EE. At the range of favorable attitude level towards EE, 31.70 percent and 45.00 percent were girls and boys respectively. At the moderately favorable attitude level 48.30 percent were girls and 25.00 percent were boys. Finally, 11.70 percent and 20.00 percent girls and boys respectively showed an attitude which placed them at the less favorable attitude level (at the 5% level of sig).

At the highly favorable attitude level towards EE, urban girls (21.70%) were in the leading position compared to all other girls and boys of all regions. On the other hand urban boys (20.00%) were in the leading position compared to all other boys of all regions. At the favorable attitude level towards EE, hilly boys (71.30%) were in the leading position compared to all other boys and girls of all regions. Similarly, hilly girls (65.00%) were in the leading position compared to all other girls of all regions. In case of moderately favorable attitude level, coastal girls (48.30%) were in the leading position compared to all other girls and boys of all regions. On the other hand rural girls (36.70%) were in the second position at the criterion of moderately favorable attitude level towards EE. At the criterion of less favorable attitude level, rural boys (23.30%) were in the worst position compared to the girls and boys of all other regions. On the other hand coastal boys with 20.00 percent having favorable attitude towards EE were at the lowest point as compared with other categories of respondents.

Discussion, Conclusion and Recommendations

In this research, attitude was defined as a set of values and feelings of environmental concern, as well as motivation to actively participate in environmental improvement and conservation (UNESCO, 1977). However, for this study, a Likert scale containing 21-item was used to assess students' attitudes toward EE. The measure focused on students' beliefs, values, and awareness towards environment. In this study, students' attitudes towards EE were assessed from a variety of perspectives, including in general, by region, by gender, and by region and gender combined.

The study showed that there was a large variation at the attitude level of the students towards EE in respect of region and gender. The study also showed that only 9.20 percent of the students showed a highly favorable attitude towards EE. A total of 54.60 percent of the students showed a favorable attitude towards environment. On the other hand near about one forth (24.20%) of the students possessed moderately favorable attitude towards environment. Finally, a large proportioned (12.10%) student showed less favorable attitude towards environment.

However, in Bangladesh, Bangladesh and Global Studies (BGS) and Elementary Science are the primary school curricula that have the greatest environmental education content (NCTB, 2017). On the one hand, environmental education emerges as a problem. On the other hand, it becomes teaching and learning resource physical education, language (Bangla and English) courses, mathematics, arts & crafts, religion, and music. Environmental education is interwoven into extra-curricular activities at school, in addition to being included in many topics. In the school grounds, students participate in a variety of environmental management initiatives. Cleaning the school grounds, gardening, farming, tree planting, and garbage management are all examples of such activities.

Saylan and Blumstein (2011) in their recent book titled as “The Failure of Environmental Education (And How We Can Fix It)” discussed the problems and challenges for EE. Moreover, they tried to come up with the causes of failure of EE. According to them, “Environmental education has failed to bring about the changes in attitude and behavior necessary to stave off the detrimental effects of climate change, biodiversity loss, and environmental degradation that our planet is experiencing at an alarmingly accelerating rate” (p.1). The underlying causes are related to the approaches followed for generating consciousness among human being. It is mainly, the way we are thinking to proceed on with EE is somehow problematic and not entirely able to solve our problem. In this era of industrialization, several threats are experiencing on this earth that may contribute in environmental degradations. Very interestingly, they come up with some remedial strategies through enhancing EE for the overall betterment of the inhabitants on this earth. They assume that EE should provide essential tools necessary for critical thinking and for understanding the dynamics of individual to collective responsibilities towards the environment.

Saylan and Blumstein (2011) raised few fundamental questions that were necessary to respond to the diminishing status of EE. They asked whether “environmental education or education as a whole” is behind the scene. After decades of intervention, still various limitations are noticed within EE. According to their analysis, all the citizens of earth as well as the national system of education are commonly responsible for such inefficiencies and failure of EE. Thus, they expressed their fear that such complex scenario may lead the future generation detached from learning about environment. They suggest putting emphasis on EE for our common future. They recommend for ensuring individual accountability and bring change in Institutional Mind-Set for addressing the Needs of producing ‘Environmentally Active Citizens’ (p.72). At the same time, they mentioned about the responsibilities of parents, teachers, students, and policy makers. They asked the parents to make their children aware regarding the places where they are living. They also appealed to the parents to work for assuring “a safe and healthy future for children. They requested teachers to take responsibility for working toward “providing students with the creative and analytical skills they will need to live good lives within whatever communities they choose. We should also strive to instill a creative curiosity about the world and an interest in learning that will remain with students throughout their lives.” (p. 2-3).

The students also have some responsibilities for understanding the broader concept. It is the duty of the students to comprehend that they are “authors of the future of our communities and nations, and that we [students] possess the power to make ourselves heard and to effect change” (p.3). Finally, the policy makers should have significant roles in this regards, as they require to listen people’s voice and also take initiative to oblige the citizen in regards to EE.

For such aspiration, Saylan and Blumstein (2011) propose an outline for fixing the problems of EE. They reveal the necessity of a modern, practical redefinition of EE. It also needs to adopt some emerging views of EE that may require multidisciplinary teaching approaches. The motto would be seeking “to cultivate scientific and civic literacy. One that stimulates community engagement, fosters an understanding of moral systems, and reinforces the appreciation of aesthetics” (p.4). Apart from the above, the political structure has an utmost influence on deciding and deigning the agendas for EE (Palmer & Neal, 2003). The problem arises with the changes in political power affects the administrations and also influences the way in which EE would be integrated into the curriculum. Thus, it is essential to rethink with EE how to keep the fundamental policies unchanged. In this respect, it is the duty of EE to create a new culture of stability in policy that makes the citizens able to resist politicization within EE.

According to Musser and Diamond (1999), there is a link between students’ attitudes and their involvement in various environmental initiatives. They argued that many forms of environmental activities in school, as well as children’s attitudes, appear to be influenced by their parents’ participation in similar activities in society. As a result, the researchers believe that school and family are critical variables in adolescents’ learning about behavior patterns and developing attitudes that are appropriate for their culture and surroundings they live in.

The goal of EE can be defined as the sum of all the experiences that learners have in order to help them acquire environmental literacy, problem-solving abilities, decision-making skills, and active participation in environmental action while taking ecological, political, and economic aspects into account (Palmer, 1998). Hsu and Roth (1996) suggested that developing the cognitive domain of EE which could be a useful tool for creating favorable environmental attitudes. The most significant premise is that environmental education leads to increased awareness and a shift in mindset, which leads to better environmental practices. The main objective of the process of developing a favorable attitude toward the environment should be to encourage students to participate in more pro-environmental activities where they reside. On the basis of the study findings such recommendations were developed as:

1. Highly favorable attitude should be developed among the students and Environmental education should be disseminated as well as emphasized equally for both girls and boys over the country.
2. In Bangladesh, a range of environmental education programs and initiatives should be implemented to help individuals gain environmental information and build positive attitudes towards environment.

3. As environmental education can broaden a person's knowledge and change his or her attitudes, and lead to a beneficial environmental actions, so the EE should be incorporated largely in the curriculum at all level of education.
4. Developing highly favorable or positive attitude towards environment through environmental education should be started at the very early age of the learners at school as well as at home.

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