Environmental Determinants of Attitude among Primary School Children in District Lodhran, Punjab, Pakistan

Umm-e-Rabania[1], Dr. Khawaja Hisham-Ul-Hassan[2], Dr. Farhana Akmal[3]

Abstract
This study aimed to explore the environmental determinants of attitude among primary school children. The primary goals of the study are to evaluate, to educate, to assist, and to help the environmental attitudes of students and teachers at primary school level. This study was descriptive in nature and utilized a survey method. The survey included all primary school students and instructors from public schools in southern Punjab. Data was collected using a simple random sampling approach. The sample size included 325 children and 75 instructors. Two separate questionnaires were employed as study instruments to gather data for both teachers and students. The data were evaluated using descriptive statistics such as frequencies, percentages, averages, and standard deviation to compare the perspectives of various respondent groups. The results were shown in tables and were described. The data analysis revealed that the teachers at primary schools level must inspire students to create a better atmosphere. Students should have the option to choose between government and private schools. Teachers should utilize audio-visual tools to enhance the effectiveness of their teaching during classroom instruction.
Keywords: Environmental Education, Primary Schools, Teachers Behavior, School Environment

1. Introduction

Environmental education is vital in influencing individuals' views and behaviors towards the environment, especially at educational institutions focused on promoting environmental stewardship. These institutions, also known as environmental schools, focus on integrating an environmental perspective into their curriculum. Environmental education uses diverse pedagogical methods, including behavior modification strategies focused on achieving specific goals like reducing ecological footprints, and process-oriented approaches that prioritize skill development and the uncertain nature of learning outcomes (Fien & Tilbury, 2002; Mayer, 2004; Mogensen & Mayer, 2005).

Environmental schools differ in their disciplinary emphasis and concentration on the curriculum. Some schools focus on environmental concerns from a scientific and technical angle, while others take a broader societal approach, seeing environmental problems as linked to social, economic, and political aspects. Although environmental schools may vary, they often aim to interact with their communities with environmental matters, acknowledging the significance of cooperation and community participation in effectively tackling environmental difficulties (Mogensen & Mayer, 2005).

Environmental schools play a crucial role in addressing complex environmental concerns in metropolitan areas that are interconnected with social, economic, and political variables. Environmental schools collaborating with urban populations provide opportunities for students to cultivate the social and personal skills needed to address intricate urban sustainability issues. By promoting collaboration and conversation, these contacts enhance the well-being of urban communities in addition to benefiting students (Commission of the European Communities, 2006).

Environmental education's importance goes beyond personal attitudes and actions to include wider societal welfare and environmental durability. It is crucial to instill favorable environmental views in persons from a young age, as the environment reflects social health. Environmental education is crucial for providing individuals with the information, values, and skills needed for environmental stewardship (UNESCO, 1977). Early childhood education is considered a crucial time for developing environmental knowledge and responsibility, which may have a lasting impact throughout a person's life (Goncharova, 2012).

Global efforts to include environmental education into official curriculum have been increasing, with programs like the International Environmental Education Program and the Institute for European Environmental Policy (IEEP) attracting broad participation. Nevertheless, obstacles remain, such as insufficient incorporation into curriculum, poor teacher readiness, and a scarcity of hands-on learning experiences. To tackle these difficulties effectively, a thorough strategy is needed that highlights multidisciplinary cooperation, involvement of the community, and the integration of practical, experiential learning opportunities (Markaki, 2014; Treagust et al., 2016).

This study focuses on essential objectives in environmental education, such as evaluating students' environmental attitudes, determining factors that influence instructors' environmental attitudes, and promoting information acquisition and value development for environmental conservation. We want to contribute to the current discussion on environmental education and its impact on promoting environmental sustainability and global responsibility by analyzing these aims.

1.1. Problem Statement

The purpose of this study is to examine into "Environmental determinants of attitudes among primary school children." The basic premise of environmental determinants is that an area's physical features, such as its climate, have a significant influence on the mental viewpoint of its residents. These various perspectives then disseminate throughout the populace and aid in defining the general attitudes and customs of a community. In order to evaluate students' attitudes about the environment, it was said that certain places in the subjects were less developed than those in higher latitudes due of the constant warmth of the climate, which made it easier for humans to exist. to determine what factors influence school teachers' attitudes about the environment. to assist people in social groups and individuals in learning about pollution and environmental damage. to assist individuals and social groups in learning about the world around them, including the world at large. support the development of a set of values for environmental conservation in individuals and societal groupings.

1.2. Research Objectives

The research objectives of the study were to:
- To assess the environmental attitude of students.

---

[1] Department of Education, PhD scholar superior university Lahore, Pakistan, rabaniaaslam1995@gmail.com
[2] Associate Professor, Commerce Department Superior University Lahore, Punjab, Pakistan
[3] Lecture, Department of Education, Superior University, Lahore, Pakistan

- To find the predictors of environment attitude of school teachers.
- To help the social groups and individual to acquire knowledge of pollution and environmental degradation.

1.3. Research Methodology and Approach

Isaac and Michael (1990) stated that "surveys are the most widely used technique for data collection in education and behavioral science. A quantitative research approach has been used to conduct this study on environmental determinants of attitude among primary school children. Population, sample, research tool, data collection and statistical methodologies are all included for data analysis.In fact, this chapter provides an overview of all the work included in this study. A quantitative research study uses statistical technique to analyze the data. As this a survey study using a Likert scale questionnaire.

1.4. Population of the study

The district Lodhran was chosen as the study"s population. The study was descriptive in nature, including a survey of the chosen sample. The target audience were primary school students and teachers.

1.5. Sample

Sampling is the selection of a subset of the population of interest in a research study.In the vast majority of research endeavors, the participation of an entire population of interest is not possible, so a smaller group is relied upon for data collection (Van Klaveren & De Wolf, 2019). The sample size consisted of 325 students and 75 teachers of Primary level. The sample of Primary school students was selected using random sampling.

1.6. Research Tool

A five-point Likert scale questionnaire was used as tool of the study. The questionnaire consisted of 62 questions. It was distributed among 325 students and 75 teachers by approaching them personally. There were two separate questionnaires for both teachers and students They were given enough time to fill the questionnaire. A total of 400 questionnaires were distributed.

1.7. Pilot Study

Before starting the actual study, the questionnaire was given to students and teachers in primary schools to test its validity. Following the pilot study, the questionnaire was finalized consisting of 62 items.

1.8. Data Collection and Ethical Consideration

Data was collected through personal visits using survey method. The respondents were asked to mark each statement. Before that, they were assured that their opinion will be used for only research purpose.

1.9. Data Analysis

After the collection of data, it was entered into SSPS software version 20. Then descriptive analysis were applied to know the frequencies, such as mean score, percentages, and standard deviation.

2. Findings

The table 1 offers a comprehensive analysis of the demographic traits of the participants in the research, specifying criteria like gender, age, location, and academic level. The sample consists of 163 male participants, making up 50.2% of the total, and 162 female individuals, representing 49.8%. The participants are divided into two age groups: 5-8 years and 8-13 years. 75 individuals, or 23.1% of the sample, are aged between 5-8 years, while the remaining 76.9% of the sample, totaling 250 participants, are aged between 8-13 years. Participants' residence locations are categorized as rural or urban, with 163 participants (50.2%) living in rural regions and 162 participants (49.8%) in urban areas. The participants' class levels are categorized into two groups: 1-3 and 3-5. There are 75 participants, accounting for 23.1%, in the 1-3 class level, and 250 participants, making up 76.9%, in the 3-5 class level. This detailed demographic analysis is essential for grasping the makeup of the study sample and its impact on research results and applicability.

Table 1: Demographics of the study

| Category	Frequency	Percentage
Male	163	50.2
Female	162	49.8
AGE		
5-8 years	75	23.1
8-13 years	250	76.9
Residence		
Rural	163	50.2
Urban	162	49.8
Class		
1-3	75	23.1
3-5	250	76.9

The fig 1 shows data collected from participants about several aspects of the school environment, emphasizing issues that affect their attitudes and views. The response categories provide frequencies and percentages, offering insights into the predominance of various viewpoints in the sample. The data shows that a significant number of participants believe that instructors are crucial in creating an engaging classroom atmosphere. Specifically, 122 respondents (37.5%) strongly agreed with this idea, while 136

respondents (41.8%) agreed. 131 respondents (40.3%) agree that creating an entertaining educational atmosphere helps foster good attitudes in youngsters. The study indicates that most respondents considered the classroom temperature suitable, with 40.0% strongly agreeing and 41.5% agreeing. Some areas for improvement include ensuring that classrooms are appropriately sized for the amount of pupils, as noted by 109 respondents (33.5%). The results emphasize the significance of establishing and sustaining a supportive and stimulating classroom atmosphere to promote positive attitudes and improve the learning experience for students.
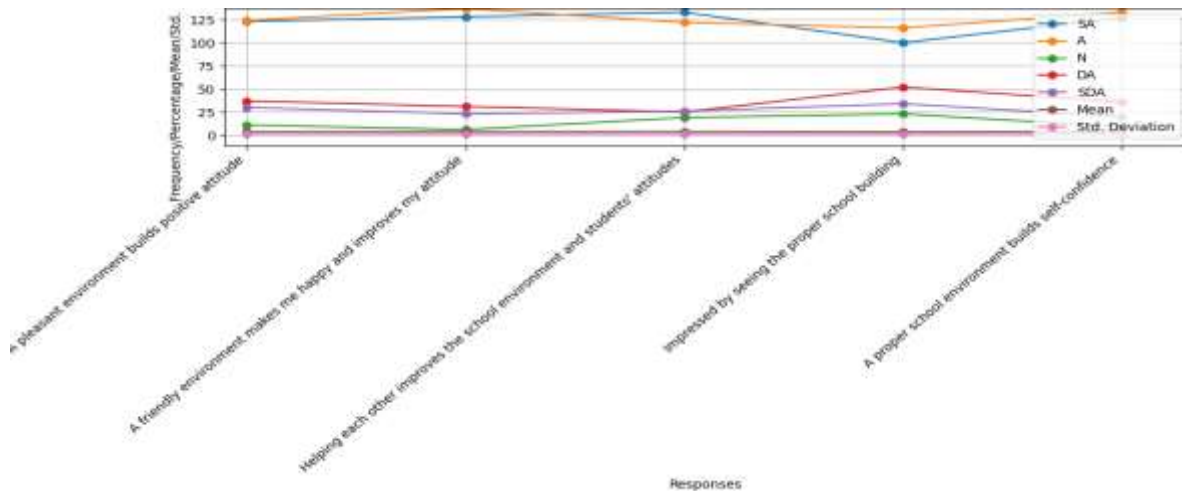
**Figure 1: School Environment of students**

The figure 2 displays survey results about how respondents evaluate several features of the classroom and playground settings. 37.5% of participants say instructors are vital for a vibrant classroom, while 41.8% stress the importance of an engaging school atmosphere for creating good attitudes in youngsters. According to the third row, attitudes are split on whether classes are adequately sized for the number of pupils, with 38.2% in agreement and 33.5% in disagreement. In the fourth row, 24.0% of respondents believe that an appealing playground is crucial for fostering sportsmanship. In the fifth row, 25.3% of participants think that assisting each other during games is essential for establishing sportsmanship. The sixth row indicates that 24.0% of respondents feel that a positive attitude is fostered by a pleasant playground setting. The study highlights the significant role of teachers and a supportive physical environment, especially on the playground, in developing positive attitudes and sportsmanship in children.
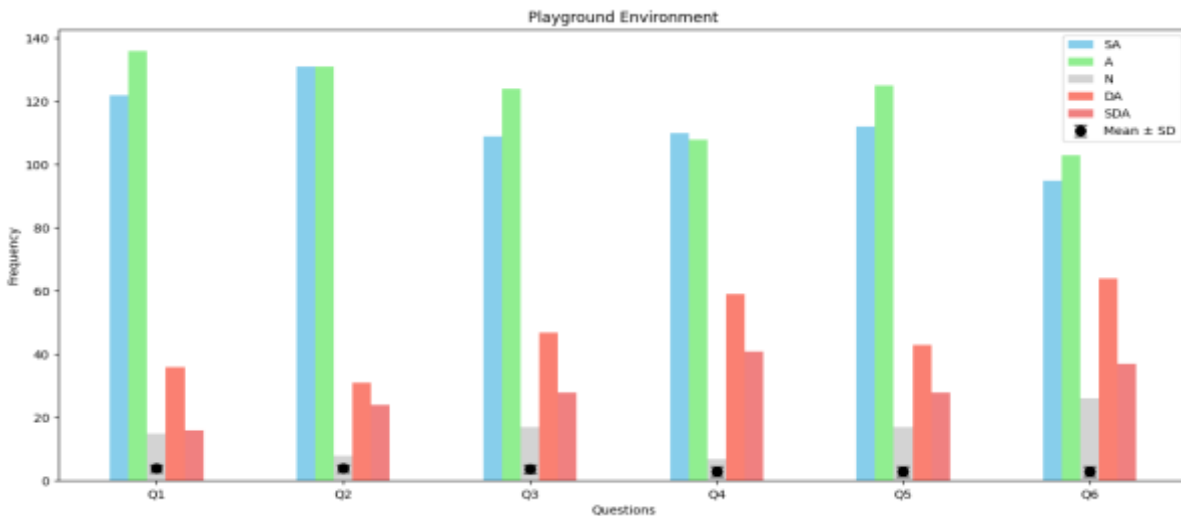
Figure 2: behavior of students in playground

The figure 3 shows the evaluation of various aspects of the home environment and their impact on attitudes and well-being. The first two rows indicate that a significant percentage of respondents, 39.4%, believe that a cheerful and affable home environment contributes to building positive attitudes, happiness, and improved overall attitude. The third row suggests that 33.2% recognize the vital role played by grandparents in maintaining an amicable home environment. The fourth row emphasizes the positive influence of mutual help within the family, with 37.5% indicating that helping each other improves students' attitudes. The fifth row underscores that 37.8% believe a suitable home environment is crucial for building self-confidence. Lastly, the sixth row indicates that family members are considered vital contributors to maintaining an amicable home environment by 33.2% of respondents. Overall, these findings underscore the importance of a positive, supportive, and collaborative home environment in shaping

individuals' attitudes, self-confidence, and overall well-being. The role of grandparents and family members in fostering such an environment is particularly highlighted in the responses.
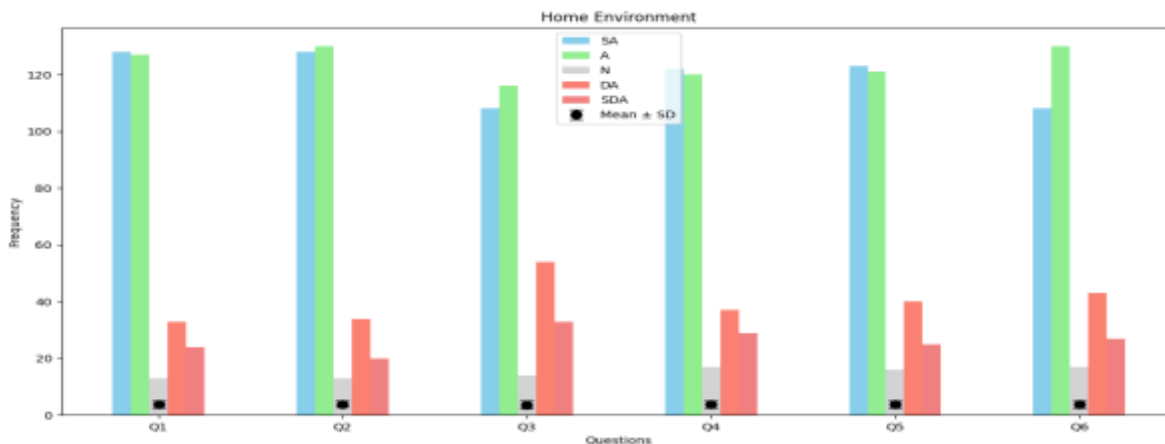
Figure 3: Home environment effect on student's attitude

The table 2 presents the social environment and how they impact individuals' views and well-being. Each row depicts a unique facet of the social environment, such graciousness, culture, politeness, peace, and interaction, along with the proportion of respondents that agree with the claims. For example, a large number of participants believe that a courteous (30.5%) and cultured (30.8%) social setting play a role in fostering positive attitudes. Additionally, helpful acts are viewed as advantageous for enhancing both the social environment and attitudes (33.2%). Perceptions on neighbors' involvement in preserving a peaceful social environment (29.8%) and the influence of collaborative learning on the learning environment and students' attitudes (33.2%) are emphasized. The results highlight how complex societal environments significantly impact individuals' attitudes, emphasizing the need to cultivate positive, cooperative, and interactive social dynamics to enhance well-being and self-confidence in communities and educational settings.

Table 2: the social environment and how they impact individuals' views and well-being

Society Environment							
A gracious social environment builds positive attitude.	99 (30.5%)	11 8	22 (6.8%)	50 (15.4%)	36 (11.1%)	3.6	1.352
A cultured social environment makes me happy and improves my attitude.	100 (30.8%)	10 0	24 (7.4%)	61 (18.8%)	40 (12.3%)	3.4 9	1.40 9
Helping each other improves the social environment and students' attitude.	108 (33.2%)	11 2	25 (7.7%)	48 (14.8%)	32 (9.8%)	3.6 6	1.33 4
A civilized social environment builds self-confidence.	109 (33.5%)	11 4	15 (4.6%)	49 (15.1%)	38 (11.7%)	3.6 4	1.38 2
Neighbors play a vital role in maintaining a peaceful social environment.	97 (29.8%)	11 1	27 (8.3%)	52 (16.0%)	38 (11.7%)	3.5 4	1.35 8
A peaceful social environment builds self-confidence.	102 (31.4%)	10 8	26 (8.0%)	52 (16.0%)	37 (11.4%)	3.5 7	1.37 2
An interactive social environment builds positive attitude.	117 (36.0%)	13 0	18 (5.5%)	36 (11.1%)	24 (7.4%)	3.8 6	1.22 8
A positive learning environment builds positive attitude.	114 (35.1%)	13 6	15 (4.6%)	30 (9.2%)	30 (9.2%)	3.8 4	1.25 6
A cooperative school environment builds positive attitude.	120 (36.0%)	14 2	18 (5.5%)	22 (6.8%)	23 (7.1%)	3.9 7	1.15 6
A constructive learning environment makes me happy and improves my attitude.	130 (40.0%)	15 1	11 (3.4%)	17 (5.2%)	16 (4.9%)	4.1 1	1.03 8
Collaborative learning improves the learning environment and student's attitude.	108 (33.2%)	12 0	20 (6.2%)	41 (12.6%)	36 (11.1%)	3.9 8	1.34 3
An optimistic learning environment builds self-confidence.	125 (38.5%)	13 7	18 (5.5%)	23 (7.1%)	22 (6.8%)	3.9 8	1.15 8

The table 3 provides an in-depth study of students' views on their teachers' demeanor and instructional techniques. Each row represents a statement on teacher attitude, along with the percentage of respondents that strongly agree (SA), agree (A), are neutral (N), disagree (DA), or severely disagree (SDA) with the statement. The data includes the mean and standard deviation (SD) values, providing a quantitative summary. For example, a significant number of pupils admire their instructors' attitudes and instructional approaches, with agreement percentages ranging from 36.6% to 40.6%. Moreover, the use of smart boards and successful teaching methods elicits positive feedback, demonstrating students' involvement and enthusiasm in classroom tasks. The research indicates

that favorable instructor attitudes positively impact students' enthusiasm to learn, as seen by the high agreement percentages. Nevertheless, there is variety in how pupils see instructors as ideal, maybe due to varied individual perspectives. The results emphasize the crucial impact of teacher attitudes and instructional methods on students' perceptions and academic experiences. They stress the significance of cultivating positive teacher-student relationships and using effective teaching strategies to enhance student engagement and learning results.

Table 3: study of students' views on their teachers' demeanor and instructional techniques

Teacher Attitude

Response	SA	A	N	DA	SDA	Mean	SD
I am impressed by my teacher's attitude.	126 (38.8%)	133	22 (6.8%)	23 (7.1%)	21 (6.5%)	3.98	1.151
My teacher is an ideal teacher.	121 (37.2%)	136	21 (6.5%)	23 (7.1%)	24 (7.4%)	3.94	1.177
My teacher is an ideal teacher.	122 (37.5%)	135	16 (4.9%)	22 (6.8%)	29 (8.9%)	3.94	1.285
My teacher uses a smart board to teach in the classroom which generates interest in studies.	119 (36.6%)	132	24 (7.4%)	28 (8.6%)	22 (6.8%)	3.92	1.18
My teacher applies useful teaching methods while teaching in the classroom.	132 (40.6%)	140	15 (4.6%)	18 (5.5%)	20 (6.2%)	4.06	1.108
My teacher's attitude encourages me to study.	128 (39.4%)	129	21 (6.5%)	26 (8.0%)	21 (6.5%)	3.98	1.168
I always remain positive in my classroom.	122 (37.5%)	131	20 (6.2%)	30 (9.2%)	22 (6.8%)	3.93	1.189

Table 4: students' views on peer attitudes and actions in the school setting

Peer Attitude

Response	SA	A	N	DA	SDA	Mean	SD
I always help my classmates.	124 (38.2%)	133 (40%)	18 (5.5%)	25 (7.7%)	25 (7.7%)	3.94	1.199
My good behavior pleases my friends.	109 (33.5%)	124	25 (7.7%)	40 (12.3%)	27 (8.3%)	3.76	1.265
We learn a lot from being friendly with classmates.	132 (40.6%)	142	13 (4.0%)	19 (5.8%)	19 (5.8%)	4.07	1.097
Our positive attitudes make our teachers' attitudes very pleasant.	127 (39.1%)	134	18 (5.5%)	24 (7.4%)	22 (6.8%)	3.98	1.164
We also cooperate with each other in our studies.	124 (38.2%)	124	23 (7.1%)	29 (8.9%)	25 (7.7%)	3.9	1.223
Negative attitudes towards children promote negative tendencies.	141 (43.4%)	140	10 (3.1%)	18 (5.5%)	16 (4.9%)	4.14	1.054
My bad behavior displeases my friends.	119 (36.6%)	125	24 (7.4%)	29 (8.9%)	28 (8.6%)	3.86	1.247
Bad habits of children create nuisance in the classroom.	121 (37.2%)	123	17 (5.2%)	37 (11.4%)	27 (8.3%)	3.84	1.268
One child's bad behavior ruins an entire classroom environment.	117 (36.0%)	134 (41.2%)	23 (7.1%)	22 (6.7%)	29 (8.9%)	3.91	1.18
A few students create disturbance in the classroom during lecture which hampers our comprehension of important concepts.	127 (39.1%)	145	19 (5.8%)	18 (5.5%)	16 (4.9%)	4.07	1.054

The table 4 thoroughly analyzes students' views on peer attitudes and actions in the school setting. Each row represents a particular statement on peer views. It includes the percentages of respondents who strongly agree (SA), agree (A), are neutral (N), disagree (DA), or severely disagree (SDA), as well as the mean and standard deviation (SD) values. 38.2% of students are willing to help their peers, and 40.6% recognize the favorable effect of pleasant interactions on learning results, as shown by the statistics. Moreover, students acknowledge the impact of their good attitudes on instructors' experiences (39.1%). On the other hand, unfavorable views towards children are believed to encourage poor behaviors, with 43.4% of people agreeing. The results indicate that disruptive activities, such negative habits and disruptions during lectures, negatively affect the classroom atmosphere and understanding of key topics. The results highlight the important influence of peer relationships on the classroom environment and educational experiences. The importance of promoting positive attitudes and cooperation among students is clear, while also underscoring the negative impact of unfavorable behaviors on peer relationships and academic achievements. This highlights the significance of creating a positive and encouraging peer environment in educational settings.

The figure 4 systematically examines students' views on the motivating environment, specifically looking at sources of motivation for learning. Each row represents a distinct statement and displays the percentages of respondents that strongly agree (SA), agree (A), are neutral (N), disagree (DA), or strongly disagree (SDA). Mean and standard deviation numbers offer quantitative information. The results indicate that children are motivated by several sources, including instructors (41.5%), parents/grandparents/uncles/aunts (41.8%), and classmates (36.9%). This emphasizes the complex and varied aspects of the motivating environment, including assistance from educational institutions and the immediate social network. On the other hand, just 33.5% of respondents consider neighbors as a source of incentive. The mean scores, which range from 3.68 to 4.09, suggest generally good assessments of motivation from various sources. The standard deviation numbers indicate the level of variety in replies. They show that instructors, parents/grandparents/uncle/aunts, and classmates generally agree consistently, however there is somewhat more fluctuation in responses from neighbors. The results highlight the significance of acknowledging many motivating factors and the necessity of a supporting network, which includes instructors, family, and peers, in creating a good motivational atmosphere that promotes academic involvement and achievement.
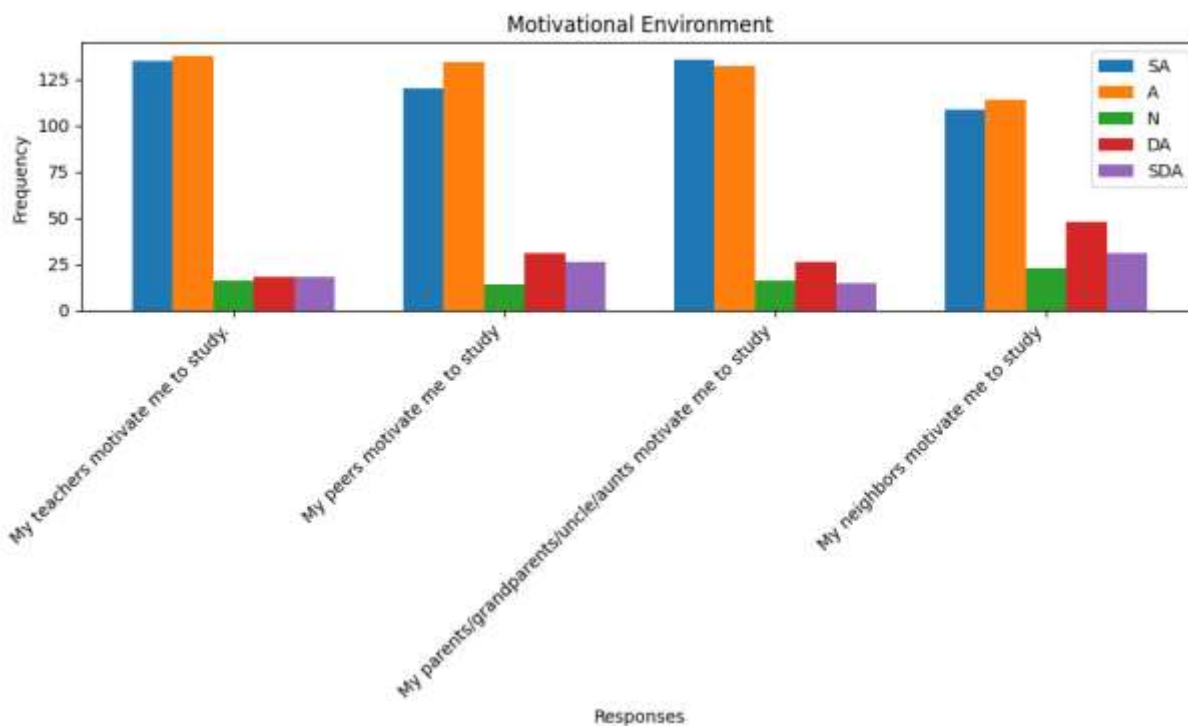
Figure 4: students' views on the motivating environment

3. Discussion

The study aimed to explore the environmental factors influencing the attitudes of elementary school pupils. The environment acts as an indicator of societal well-being. We utilize natural resources to enhance human welfare. Resource availability may decrease due to environmental exploitation. Scarce resources lead to the development of ill individuals. An attitude is a mindset, emotion, or behavior directed towards the surroundings. Environmental attitude pertains to children's behavior, emotions, and responses to their surroundings. The student must have a positive attitude towards the surroundings. Environmental knowledge fosters improved attitudes towards the environment in which people reside. Children should develop a lifetime commitment to environmental stewardship. It is essential to assess the environmental attitudes of pupils. Students' environmental knowledge and consciousness have become a central focus in scientific education. Students should be conscious of environmental issues and develop viewpoints on the importance of protecting the environment.

Understanding the relationship between human attitudes and the environment might enhance the student's perspectives on nature. The main objective of this study is to examine the environmental perspectives of school students and the elements that impact them.

Environmental knowledge promotes a positive attitude towards the environment. Accessing environmental information can aid in safeguarding and enhancing the environment. The preservation and maintenance of the environment are the responsibility of the nation's citizens. The future belongs to the pupils. The researcher plans to study the attitudes of kids towards the environment.

The study's results indicate that views towards environmental issues are consistent across genders. Both guys and females had identical attitudes. The test results indicate that 50.7% of participants are from rural regions. Consequently, we conducted several frequency tests on the collected data. Furthermore, 81.3% of participants held M. Phil. or PhD degrees, which are considered pertinent qualifications. Findings indicate that males show a higher level of concern for the environment at 50.7%, while individuals aged 40 to 60 years have the highest frequency at 61, representing 81.3%. We conduct several frequency tests on different variables such as "school environment" (5-item scale), "classroom environment" (5-item scale), "playground environment" (8-item scale), and "home environment" (6-item scale). The scale includes 8 factors for the social environment, 5 for the learning environment, 7 for the teacher's attitude, 5 for peer attitudes (positive and negative), 5 for the motivating environment, and 4 for the assisting environment.

Students have demonstrated an optimistic outlook on the future and a positive attitude towards environmental concerns. This data offers an insightful starting point for addressing this important issue to help future generations understand that the future holds promise for improvement over the current state. Environmental education aimed at empowerment appears to be increasing students' understanding of the future they desire. He accomplishes this by referencing sources of information and experiences on engaging kids in envisioning a selected future. Thus, presenting the options and goals one aims to achieve should motivate young individuals to work towards a future that surpasses their expectations.

References

Ansari, Z. A. (1983). *Study Habits and Attitude of Students.* Islamabad: National Institute ofPsycholgy.

Ansari, Z. A., & Chaudhry, S. (1990). *Questionnaire for asssessing the study problems of high school students: Development and validation* . Islambad: National Institute of Psychology.

Bahman, S., & Maffini, H. (2008). *Developing Children's Emotional Intelligence.* London and New York: Bloomsbury Publishing.

Ball, S. J. (2012). The micro-politics of the school: Towards a theory of school organization. Routledge.

Beagle, D. (2000). Web-based learning environments: Do libraries matter? *College and Research Libraries , 61* (4), 367-379.

Begon, M., Townsend, C. R., & Harper, J. L. (2006). *Ecology: From individuals to ecosystems.* Blackwell Publishing.

Bem, D. J. (1970). *Beliefs, Attitudes and Human Affairs.* California: Wodsworth Publishing Compay.

Bernstein, D., Roy, E., Srull, T., & Wickens, T. (1993). *Psychology* (3rd ed.). Boston: Cengage Learning.

Borich, G. D. (1977). Sources of invalidity in measuring classroom behavior. *Instructional Science , 6* (3), 283-318.

Calder, L., Hill, V., & Pellicano, E. (2013). „Sometimes I want to play by myself": Understanding what friendship means to children with autism in mainstream primary schools. *Autism*, *17*(3), 296-316.

Clapper, T. C. (2010). Creating the safe learning environment. *PAILAL NEWSLETTER*, *3*(2), 1-6.

Commission of the European Communities. (2003). Promoting language learning andlinguistic diversity: An action plan 2004–2006.

Cromey-Hawk, N. (1998). Book Review. *Educational Management and Administration , 26*

(4), 468-470.

Curtis, C. F., & Lines, J. D. (2000). Should DDT be banned by internationaltreaty?. *Parasitology Today*, *16*(3), 119-121.

Dağdalan, G., & Yeşiltaş, H. M. Primary School Students' Attitudes Toward Environment.

Dean, A. M., & Webster, L. (2000). Simulations in Distance Education: Progress towardsevaluation instrument. *Distance Education , 21* (2), 344-360.

Eiser, R. J. (1987). *The Expression of Attitude.* New York: Springer.

Elliott, S. N., & Mihalas, S. T. (2014). *Handbook of accessible achievement tests for all students: Bridging the gaps between research, practice, and policy.* Springer Science & Business Media.

Farooq, M. S., & Shah, Z. S. (2008). Student's Attitude Towards Mathematics. *Pakistan Economic and Social Review , 46* (1), 75-83.

Fraser, B. J. (1994). Research on classroom and school climate. In D. Gabel (Ed.), *Handbook of research on science teaching and learning* (pp. 493-541). Macmillan.

Fuchs, L., Fuchs, D., Prentice, K., Burch, M., Hamlett, C. L., Owen, R., et al. (2003). Enhancing third-grade student' mathematical problem solving with self-regulated learning strategies. *Journal of Educational Psychology , 95* (2), 306-315.

Ganihar, N. N., & Hangal, S. S. (2008). *School Effectiveness: Learner and Institution at Primary Level.* New Delhi: Global Vision Publishing House.

Gentzler, A. L., Contreras-Grau, J. M., Kerna, K. A., & Weimer, B. L. (2005). Parent-child emotional communication and children's coping with middle- childhood. *SocialDevelopment , 14* (4), 591-612.

Groundwater-Smith, S., Ewing, R., & Comu, R. L. (1998). *Teaching: Challenges and dilemmas.* Melbourne: Cengage Learning.

Gutkin, T. B., & Curtis, M. J. (1990). School-based consultation: Theory, techniques and research. In *The handbook of school psychology* (pp. 577-611). New Jersey: Jon Wiley & Sons.

Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of education*, *33*(3), 329-352.

Hamachek, D. E. (1998). Psychodynamics of normal and neurotic perfectionism. *Psychology: A Journal of Human Behaviour , 15*, 27-33.

Harrell, P., Leavell, A., Tassel, F. V., & McKee, K. (2004). No Teacher Left Behind: Results of a Five-Year Study of Teacher Attrition. *Action in Teacher Education* , 47-59.

Hoffman, D. M. (2009). Reflecting on Social Emotional Learning: A Critical Perspective onTrends in United States. *Review of Educational Research. , 79* (2), 533-556.

Jones, J. E. (1968). Components of the high school environment. *The Personnel and Guidance Journal*, *47*(1), 40-43.

Jones, J., Jenkin, M. & Lord, S. (2006). *Developing Effective Teacher Performance.* London: PCP.

Jones, J., Jenkin, M., & Lord, S. (2006). *Developing effective teacher performance*. SAGE Publications Limited.

Juuti, K., Lavonen, J., Uitto, A., Byman, R., & Meisalo, V. (2004). Boys" and Girls" Interests in Physics in Different Contexts: A Finnish Survey. *Current Research on Mathematics and Science Education*, 55-79.

Kaplan, S., & Kaplan, R. (1982). *Cognition and Environment: Functioning in an Uncertain World.* New York: Praeger.

Kashuba, V., Futornyi, S. E. R. G. E. Y., Andrieieva, O., Goncharova, N., Carp, I., Bondar, O., & Nosova, N. (2018). Optimization of the processes of adaptation to the conditions of study at school as a component of health forming activities of primary school-age children.

Kohli, T. (1975). *Characteristic Behavorial and environmental correlates of academicachievement of over and under achievers at different levels of intelligence.* Chandigarh: Unpublished PhD Thesis submitted to Punjab University, India.

Krech, D., & Crutchfield, R. S. (1948). *Theory and Problems of Social Ppsychology.* New York, Toronto and London: McGraw-Hill.

Kuruyer, H. G., Özsoy, G., & Özsoy, S. (2011). Turkish pre-service primary school teachers' environmental attitudes: Effects of gender and grade level. Asia-Pacific Forum on Science Learning and Teaching.

Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). *Classroom management that works:Research-based strategies for every teacher*. ASCD.

McGee, C., & Fraser, D. (2005). *The professional practice of teaching* (2nd ed.). Melbourne: Thomson.

McGuire, W. J. (1985). Attitudes and attitude change. In G. Lindzey, & E. Aronson (Eds.), *The Handbook of Social Psychology* (3rd ed., Vol. 2, pp. 233-346). New York: Random House.

Mogensen, F., & Mayer, M. (2005). ECO Schools: trends and divergences: a Comparative Study on ECO-school development processes in 13 countries. Austrian Federal Ministry of Education, Science and Culture.

Nigel Cromey-Hawke, 1998. Book Reviews –

Oskamp, S. (1977). *Attitudes and Beliefs.* New Jersey: Prentice-Hall.

Ozment, S. (2009). *When fathers ruled: Family life in reformation Europe* (Vol. 17). Harvard University Press.

Parkay, F. W., & Stanford, B. H. (1992). *Becoming a teacher* (6th ed.). Boston: Allyn and Bacon.

Profile, S. E. E., & Profile, S. E. E. (2019). *Primary School Students ' Attitudes Toward Environment Primary School Students ' Attitudes Toward Environment 1. May*.

Proshansky, E., & Wolfe, M. (1974). The physical setting and open education. *The School Review , 82* (4), 557-574.

Reis, G., Hahn, M., & Barkowski, D. (1984). The development of achievement related levelof aspiration and self-evaluation in primary schools. *Psychologies in Erziehung and Unterricht , 31* (3), 188-196.

Sánchez-Llorens, S., Agulló-Torres, A., Del Campo-Gomis, F. J., & Martinez-Poveda, A. (2019). Environmental consciousness differences between primary and secondary school students. *Journal of Cleaner Production*, *227*, 712-723.

Sandberg, J. A. (1994). Educational paradigms: issues and trends. In R. Lewis, & P. Mendelsohn (Eds.), *Lessons from learning* (pp. 13-22). Amsterdam: North- Holland.

Sarwar, M., Bashir, M., & Khan, N. M. (2009). Orientation of high and low academic achievers at secondary level in Pakistan. *Educational Research Review , 4* (4), 204- 207.

Shah, S. A. (2017). *Effect of Home Environment and School Environment on Personality Development and Academic Achievement of Secondary School Students*. *23262*.

Stockard, J., & Mayberry, M. (1992). *Effective education environments.* Newbury Park: Crown Press Inc.

Tiwari, S. R., Nafees, L., & Krishnan, O. (2014). Simulation as a pedogical tool: Measurement of impact on pervceived effectiveness. *The International Journal of Management Education , 12* (3), 260-270.

Treagust, D. F., Amarant, A., Chandrasegaran, A. L., & Won, M. (2016). A Case for Enhancing Environmental Education Programs in Schools: Reflecting on Primary School Students' Knowledge and Attitudes. *International Journal of Environmental and Science Education*, *11*(12), 5591-5612.

Van Klaveren, C., & De Wolf, I. (2019). Systematic Reviews in Education Research: In *Contemporary Economic Perspectives in Education*.

Weaver, B. E., & Nilson, L. B. (2005). Laptops in class: What are they good for? What can you do with them?. New directions for teaching and learning. *New Directions in Teaching and Learning , 2005* (101), 3-13.

Wholstetter, P., Malloy, C. L., Chau, D., & Polhemus, J. L. (2003). Improving Schools through networks: A new approach to urban school reform. *Education Pollicy , 17* (4), 399-430.

Wikipedia. *Learning environment* - (n.d.). https://en.wikipedia.org/wiki/ Learning_ environment.