Assessment of Environmental Awareness and Sensitivity of TRNC Republican Assembly Members and Staff

Aşkın KİRAZ[*]
Serkan **İLSEVEN**[**]
Ejdan SADRAZAM[***]

Abstract

Problem Statement: Thought and behaviour patterns or habits of the people constitute the foundation of environmental problems. Assemblies, where the first step of the environmental protection awareness is taken politically, are supporting the recognition of this necessity with recently increased number of laws, and motivating individuals towards becoming eco-friendly. From this point, the problem sentence of this research was determined as "What is the level of the environmental attitudes, sensitivities and awareness among the staff and members of the TRNC Republican Assembly?".

Purpose of Study: The purpose of this study is to determine and associate the environmental attitudes, sensitivities and awareness of the staff and members of the TRNC Republican Assembly, which is the centre where generally the laws, and specifically the environmental laws are drafted and implemented, and thus the environmental sensitivity of which is vital.

Methods: The correlational survey model has been conducted in this research which is a quantitative study. The sample group is comprised of 44 persons randomly selected among 150 Republican Assembly members and staff. Data is collected by means of a questionnaire comprised of 3 sections and 72 items, which evaluates environmental awareness and environmental attitude. SPSS 16 programme is used for analysing the data. The data is analysed using arithmetic mean, frequency-percentage distribution, t-test, and one-way analysis of variance.

[*] Corresponding author, Assist. Prof. Dr., Near East University, Ataturk Faculty of Education, askkiraz@yahoo.com
[**] MSc, TRNC Republican Assembly, silseven66@hotmail.com
[***] PhD, TRNC Republican Assembly, esadrazam@gmail.com

Findings and Results: The evident obtained as result of the research suggest that the environmental attitudes / awareness of assembly members and staff is at "average frequency"; that there is a significant correlation between awareness / attitude and variables of age, education level, and the environmental education they have received in the past; and that, on the contrary, there is not significant difference in terms of the variables of gender and seniority.

Conclusions and Recommendations: The general arithmetic means of answers given to Environmental Awareness Scale and Environmental Attitude Scale by staff and members of the Assembly showed a "medium frequency" level. In order to ensure and sustain environmental protection and environmental awareness, first of all education of persons should be supported. Environmental education lessons should be given to increase the low levels of environmental perception among TRNC Republican Assembly members and staff, who should be provided with certain knowledge, perception, and skills related to this issue.

Keywords: Environment, TRNC Republican Assembly, environment protection, environmental education, environmental awareness

The environment is comprised of natural habitats such as soil, water, and atmosphere where biological creatures live (Özey, 2009). The biotopes established by living creatures through correlation and interactivity with other biotic and abiotic elements are called the ecosystems. Corruptions in the ecosystems are one of the world's leading basic ecological problems in terms of their degree of damage (Çepel, 2003). The major reason that leads to this problem is the technological developments, which accelerated in the last 50 years in connection with people's needs, and the associated improvement in economy. The natural resources, which are damaged due to uncontrolled use of technologies developed to meet these needs, are also observed to have certain levels of increased negative impacts on the environment (Aydınalp, 1997; Özer, 1991; Yılmaz, Morgil, Aktuğ & Göbekli, 2002).

With excessive and wrong use of nature and natural resources, the corruptions caused to the environment due to pollution of air, water, and soil, which are the basic physical elements of the nature, is described as the environmental problem (Güler & Çobanoğlu, 1997). Increasing global population and unrestrained consumption of natural resources has resulted in increasing pollution, poor air and water quality and the extinction of animal and plant species (Özsoy, 2012). Moreover, especially the issues like surface water and coastal pollution, erosion, soil mineral loss, decreasing biological diversity and endemic species, domestic and industrial wastes, drying of wetlands, excess and illegal fishing, unconscious hunting, uncontrolled woodcutting and fire, sea accidents, road construction, use of pesticides, excess grassing are important problems for environment (Kahyaoglu, 2011). Today, environmental problems are experienced worldwide and threatening the continuity of human life. For the sake of human beings, environmental problems need to be solved in the near future (Özsoy, 2012).

Environment friendly and sensitive patterns of attitude and behaviour developed by active individuals are of utmost importance in prevention of environmental problems. Sensitivity of individuals, in turn, is shaped by many factors such as life style, family, education, gender, involvement in social activities, while it may also be assessed based on criteria such as adopting realistic approach towards the environment, as well as measurability, plannability, and effectuality of the patterns of action. Solving environmental problems is only possible with citizens who are knowledgeable about environmental issues, aware of environmental problems, and motivated to work to solve these problems. Environmental education is the most effective way to educate pupils about these issues (Özsoy, 2012).

Environmental education is the process of learning the notions and values to develop the skills and behaviours required for understanding the importance of relation established by the humanity with the physical environment that surrounds him within the cultural sphere he has created. The objective of environmental education should be developing individuals' ability to ask questions, solve problems, and make decisions (Mrazek, 1993). Thought and behaviour patterns or habits of the people constitute the foundation of environmental problems. The efforts to maintain healthy environmental conditions fail because of the excess emphasis placed on socio-economic and political factors, while certain components of the environmental problems are overlooked (Teksöz, Şahin & Ertepınar, 2010).

For about 30 years, several scientists have been making endeavours to improve people's environmental consciousness in many parts of the World. Most of these researches are global problems or general environmental consciousness oriented. The contents of the questionnaires used in the recent years' researches aimed at environment friendly behaviours. Separation of garbage, water saving, reduction of garbage, energy saving and carpooling or using public transportation behaviours can be given as examples. Despite a great deal of both general and specific researches into environmentally conscious behaviours, there are very few studies and questionnaires devoted to researching people's value judgements as well as the source of values that urge people to protect environment (Erten, 2008).

Solutions to environmental problems, together with their social and economic dimensions, have begun to be discussed increasingly in recent years (Teksöz, Şahin & Ertepınar, 2010). Improvement and conservation of environment are major issues that influence people and economic development. This is a common desire of humans all over the world and it is a duty of government. Preservation of environment, improvement quality of environment and quality of life on earth, prevention of world's environmental problems are at the center of the humanity demand. The danger is polluted environment and the need is sustainable economic and social development being harmony with environment (Baş, 2010). Assemblies, where the first step of the environmental protection awareness is taken politically, are supporting the recognition of this necessity with recently increased number of laws, and motivating individuals towards becoming eco-friendly.

From this point, the problem sentence of this research was determined as "What is the level of the environmental attitudes, sensitivities and awareness among the staff and members of the TRNC Republican Assembly?". The following questions were asked within the scope of this problem:

1. What is the level of the environmental attitude among the staff and members of the Turkish Republic of Northern Cyprus' Republican Assembly?

2. What is the level of the environmental awareness among the staff and members of the Turkish Republic of Northern Cyprus' Republican Assembly?

3. Is there a significant correlation between the environmental awareness and attitudes of the staff and members of the Turkish Republic of Northern Cyprus' Republican Assembly, and their variables of gender, age, education level, seniority, any environmental education they have received in the past?

Method

Research Design

For the purposes of the research, correlational survey model, which is a general survey model, was used. The correlational survey model is a model of a research that is aimed at determining the presence and degree of covariance between two or more variables (Karasar, 2006). Environmental attitudes and awareness of TRNC Republican Assembly staff and members were determined in the study. The study also exposed if there is any significant correlation between the attitudes and awareness of assembly members and staff, and certain personal variables.

Sample

Members and staff of the Republican Assembly, which is considered as the centre where generally the laws, and specifically the environmental laws are drafted and implemented, and thus the environmental sensitivity of which is vital, was taken as the universe. The sample comprised of 44 persons randomly selected from a universe of 150 persons.

Research Instruments

The research used questionnaire as a means of data collection. The questionnaire consists of 3 sections. The first section is prepared by the researcher, and includes personal details. The 2nd and 3rd sections are, respectively, "Environmental Awareness Scale" and "Environmental Attitude Scale" which are obtained from various research and literature reviews. The Environmental Awareness Scale was developed by Uzun and Sağlam in 2005. Scale's Cronbach Alpha (α) internal consistency coefficient is calculated as .84. The Environmental Attitude Scale in Section 3 was developed by Şama in 2003. Created as a 5-point likert scale with 21 items, the scale was reduced by field experts to 19 items based on the conditions of the Northern Cyprus. Validity and reliability of the scale was recalculated, and Cronbach Alpha (α) internal consistency coefficient was calculated as .78. The data was collected with the permission of the Secretary General of TRNC Repuclican Assembly by researchers. Participation was voluntary and participants informed about the research and provided with an explanation of the instrument.

Data Analyses

During the questionnaire, subjects were asked their gender, age, education level, seniority, and participation in seminars related to the environment. Analysis of re-

sponses to the questionnaire were analysed using the SPSS 16.00 software package, and the participants' environmental awareness and attitudes were statistically compared with the variables. The data is analysed using arithmetic mean, frequency-percentage distribution, t-test, and one-way ANOVA.

Results

In this section of the study, first of all an overall analysis of the "Environmental Awareness Scale" and "Environmental Attitude Scale" applied to the participants was made. The evidence was assessed within the framework of their genders, ages, educational levels, seniority statuses, and any environmental education they have received in the past. Table 1 shows the general arithmetic means of answers given to Environmental Awareness Scale and Environmental Attitude Scale by staff and members of the Assembly. When the general arithmetic means of the applied scales are observed, it is seen that the participants have scored within "medium frequency" range in both scales.

Table 1

General Arithmetic Means of Environmental Awareness Scale and Environmental Attitude Scale of the Republican Assembly Members and Staff

Scale	N	$\bar{x}$
Environmental Awareness Scale	44	3,25
Environmental Attitude Scale	44	3,29

Table 2 shows the result of the independent t-test analysis that demonstrates the correlation between the participants' answers to Environmental Awareness Scale and Environmental Attitude Scale and their genders. The outcome of the analysis demonstrates no correlation between the environmental awareness and attitudes of the assembly members and staff, and their gender variable.

Table 2

Assessment of Environmental Awareness and Attitudes of the Republican Assembly Members and Staff by Gender

Gender		N	$\bar{x}$	SS	T	df	p	Significant Difference
Awareness	Female	21	144.95	11.09	.844	42	.404	N/A
	Male	23	141.73	13.85				p> .05
Attitude	Female	21	62.00	6.57	.654	42	.517	N/A
	Male	23	63.14	4.83				p> .05

Table 3, shows the correlation between scale results and ages of participants. While no variance was seen in the participants' situations based on Environmental Attitude Scale, the Environmental Awareness Scale have shown significant difference in favour of those aged 51 and older ($p=.028$, $p \leq .05$). Those 51 and older seemed to have an environmental awareness higher than that of younger participants. The attitude levels of same age groups did not show any significant difference.

Table 3

Assessment of Environmental Awareness and Attitudes of the Republican Assembly Members and Staff by Age

Age	Source of Variance	Sum of Squares	Sd	Quadratic Mean	F	p	Significant Difference*
Awareness	Between Groups	1088,27	2	544.137	3.905	.028	1-3 , 2-3 p< .05
	Within groups	5712,45	41	139.327			
	Total	6800,27	43				
Attitude	Between Groups	9,58	2	4.790	.142	.868	N/A
	Within groups	1383,05	41	33.733			
	Total	1392,636	43				

*1: 31-40 age, *2: 41-50 age, *3: 51 and older

Table 4 shows the correlation between the assembly members environmental awareness and attitudes and their education levels. According to the outcomes of the analysis, a significant difference was seen on the basis of both scales (awareness: $p=.047$; attitude: $p=.046$; $p \leq .05$). When the arithmetic means are observed, it can be understood that the significant difference is in favour of those participants who have received license and higher education.

Table 4

Assessment of Environmental Awareness and Attitudes of the Republican Assembly Members and Staff by Education Level

Training		N	$\overline{X}$	SS	t	df	P	Significant Difference
Awareness	License and higher	26	146.72	15.56	1.538	42	.047	Available p< .05
	High school	18	140.88	9.63				
Attitude	License and higher	26	65.99	6.87	3.732	42	.046	Available p< .05
	High school	18	60.26	3.14				

Table 5 shows an assessment of participants' Environmental Awareness Scale and Environmental Attitude Scale results based on their professional seniorities. The analysis results showed no significant correlation between the environmental awareness and attitude and professional seniority.

Table 5

Assessment of Environmental Awareness and Attitudes of the Republican Assembly Members and Staff by Professional Seniority

Professional Seniority	Source of Variance	Sum of Squares	Sd	Quadratic Mean	F	P	Significant Difference
Awareness	Between Groups	479.41	3	159.805	1.011	.398	N/A
	Within groups	6321.31	40	158.033			
	Total	6800,72	43				
Attitude	Between Groups	105.12	3	35.042	1.089	.365	N/A
	Within groups	1287.50	40	32.188			
	Total	1392,63	43				

Table 6 shows the results related to the variance between environmental attitudes and awareness of assembly members and staff, and the environment-related lessons they have received in the past. The table demonstrates that awareness increases with previously received environmental lessons while shows no correlation between attitude and such lessons.

Table 6

Assessment of Environmental Awareness and Attitudes of the Republican Assembly Members and Staff by the Environmental Education Received in the Past

Receiving Relevant Lessons		N	$\overline{X}$	SS	T	df	p	Significant Difference
Awareness	Yes	23	147.00	12.82	2.142	42	.038	Available
	No	21	139.19	11.20				p< .05
Attitude	Yes	23	62.82	5.41	.284	42	.778	N/A
	No	21	60.33	6.10				p> .05

Discussion and Conclusions

This research was an attempt to determine the environmental attitudes and awareness of the members and staff of the TRNC Republican Assembly. On the other hand, it observed if the respondents' awareness and attitudes varied based on their gender, age, education level, professional seniority, and any previous environmental education. According to the findings obtained in line with subgoals of the study, following conclusions were obtained:

The general arithmetic means of answers given to Environmental Awareness Scale and Environmental Attitude Scale by staff and members of the Assembly showed a "medium frequency" level. This result indicates insufficient environmental sensitivity among the assembly members and staff. An organization that is considered as the heart of a country is expected to have higher levels of positive perceptions of the environment. A similar study was conducted with pre-service teachers. Özsoy (2012) worked with 2015 pre-service teachers enrolled at elementary school science education departments at 13 different universities in Turkey. The results of her study indicated that today's pre-service science teachers have positive attitudes toward the environment. Similarly, Aydemir (2007), investigate the environmental knowledge level of teachers, who teach the elementary science and technology course. He declared that majority of the teachers in the study had average knowledge about environmental concepts and only small number of teachers had adequate knowledge level about environmental concepts. Taylor, Doff, Jenkins, and Kenelly (2007) made an investigation to find pupils' environmental knowledge and attitudes in Fiji. Results showed that pupils have high level of awareness and majority of them thought that most important problem facing Fiji was environmental degradation. But, the pupils in Fiji were not very aware of their individual responsibilities and they did not see the linkage of their consumption pattern and environmental damage.

The research showed no significant difference in environmental attitudes and awareness of the Assembly members and staff based on their genders. This finding supported with literature. Akbaş (2007), investigated the environmental and ecological knowledge of science teacher candidates and found that gender does not make a difference. Similarly, Ökeşli (2008) conducted a study with primary school students, and indicated that gender does not make significant differences on environmental knowledge. In literature, some findings showed that gender had an effect on environmental awareness and environmental attitude. According to some researches females have more positive attitudes towards nature and the environment than males (Aydemir, 2007; Çetin & Günay, 2006 and Özer & Demirtaş, 2010). Özsoy (2012) investigated that there is a statistically significant mean difference between males and females in favour of females with a small effect size. Similarly Uzun, Atlı and Sağlam (2010) investigated the effect of gender on environmental attitudes and interest levels of 613 high school students in ankara and found that the environmental attitude and interest scores of the girls were higher. However, some studies found converse finding on gender that males more knowledgeable than females (Baş, 2010; Michail, Stamou, & Stamou, 2007; Öztürk, 2009).

Correlation between scale results and ages of participants was analysed. While no variance was seen in the participants' ages based on Environmental Attitude Scale,

the Environmental Awareness Scale has shown significant difference in favour of those aged 51 and older. Those 51 and older seemed to have an environmental awareness higher than that of younger participants. However, the attitude levels of same age groups did not show any significant difference although it was measured higher than others. This result suggests that awareness can be gained with experience of life but being aware is not sufficient for being sensitive. There are many studies on the effects of participants' age on environmental awareness or environmental attitude. Most of these studies indicated a higher level of environmental awareness in favor of older participants (Baş, 2010; Erol, 2005; Michail et al., 2007). These researchers conducted studies with teachers, students, pre-service teachers and indicated the same relevance that pupils awareness increase with age.

The correlation between the members and staff of Republican Assembly' education levels were assessed with Environmental Awareness Scale and Environmental Attitude Scale. According to the outcomes of the analysis, a significant difference was seen on the basis of both scales. When the arithmetic means are observed, it can be understood that the significant difference is in favour of those participants who have received license and higher education. As an expected result, environmental awareness and attitude increases in line with continued formal education. Similarly, Fernandez-Manzanal, Rodrigues-Barreiro, and Carrosguer (2007) studied with university students on their attitude towards environment. Results of the study revealed that, university students' scores were very high and environmental interest of students increase with education.

The scales were assessed based on professional seniorities of the participants. The analysis results showed no significant correlation between the environmental awareness and attitude and professional seniority. In literature, many studies pointed a significant correlation between environmental awareness and environmental attiude of students and teachers and their professional seniority (Akbaş, 2007; Aydemir 2007). However these results have been interpreted as the experience gained after professional experience in other words teaching.

The correlation between whether or not an Assembly member of staff has received environmental education, and their environmental awareness and positive attitudes towards the environment were analysed. It is seen that awareness increases with previously received environmental lessons while shows no correlation between attitude and such lessons. This result is same with the correlation between scale results and ages of participants that given in Table 3. Based on these results, high levels of awareness do not necessarily mean high levels of attitude. Awareness can be brought with experience and education. But a separate effort is needed for internalizing that awareness.

In a general look to the results of the research, in the assembly which is regarded as the centre of TRNC, where the laws are enacted and which is responsible for increasing the welfare level and the life standards, it is observed that the environmental consciousness and attitudes of the members and employees of the assembly are not at the desired level. Besides, this study has shown the result that these consciousness and attitudes can be raised with increasing the education level. In order to ensure and sustain environmental protection and environmental awareness, first of all education of persons should be supported. Environmental awareness must be

promoted through environmental education and sensitivity should be created by attracting perceptions to this issue. Environmental education lessons should be given to increase the low levels of environmental perception among TRNC Republican Assembly members and staff, who should be provided with certain knowledge, perception, and skills related to this issue. In addition, it is considered that applied and workshop-like environmental educations, which are developed in the light of active learning principles, will bring improvements in environmental attitudes and behaviours.

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KKTC Cumhuriyet Meclisi Üye ve Çalışanlarında Çevre Bilinci ve Çevre Duyarlılığının Değerlendirilmesi

Atıf:

Kiraz, A., İlseven, S., & Sadrazam, E. (2012). Assessment of environmental awareness and sensitivity of TRNC Republican Assembly members and staff. Egitim Arastirmalari Dergisi-*Eurasian Journal of Educational Research*, 49/A, 229-242.

(Özet)

Problem Durumu

Doğa ve doğa kaynaklarının aşırı ve yanlış kullanımı ile doğanın temel fiziksel öğeleri olan hava, su ve toprak kirlenmesinin doğal çevre üzerinde meydana getirdiği bozulmalar çevre sorunu olarak adlandırılmaktadır. Çevre sorunlarının önlenmesinde aktif bireylerce geliştirilen; çevreye uyumlu ve duyarlı tutum - davranış tarzları birincil öneme sahiptir. Çevre problemlerinin temelini insanların düşünce ve davranış şekilleri ya da alışkanlıkları oluşturmaktadır. Sağlıklı çevre koşullarının sürdürülmesine yönelik çalışmaların başarısız olması, sosyoekonomik ve politik faktörlerin gereğinden fazla önemsenmesinden ve çevre problemleri ile ilgili bazı bileşenlerin ise gözardı edilmesinden kaynaklanmaktadır. Son yıllarda çevre problemlerinin çözümleri sosyal ve ekonomik boyutları ile gittikçe artan oranda tartışılmaya başlanmıştır. Siyasi olarak çevre koruma bilincinin ilk adımının atıldığı yer olan meclisler, son zamanlarda sayısı artan yasalarla bu gerekliliğin farkındalığını desteklemekte, bireyleri çevre dostu oma yönünde güdülemektedir. Bu noktadan hareketle bu araştırmanın problem cümlesi "KKTC Meclis çalışan ve üyelerinin çevreye karşı tutumları, duyarlılıkları ve bilinçleri ne düzeydedir?" şeklinde belirlenmiştir.

Araştırmanın Amacı

Bu araştırma ile KKTC Cumhuriyet Meclisi üye ve çalışanlarının çevreye yönelik tutumları ve bilinç düzeyleri belirlenmeye çalışılmıştır. Bunun yanı sıra deneklerin tutum ve bilinçlerinin cinsiyete, yaşa, eğitim durumuna, mesleki kıdemlerine ve önceden almış oldukları çevre eğitimine göre farklılık gösterip göstermediği incelenmiştir.

Araştırmanın Yöntemi

Araştırmanın gerçekleşmesinde genel tarama modeli türlerinden ilişkisel tarama modelinden yararlanılmıştır. Çalışmada KKTC meclis çalışan ve üyelerinin çevre tutumları ve bilinçleri saptanmıştır. Ayrıca meclis üyeleri ve çalışanlarının tutum ve bilinçleri ile bazı kişisel değişkenler arasında herhangi bir anlamlı ilişki olup olmadığına bakılmıştır. Genel olarak yasaların ve özel olarak da çevre yasalarının hazırlanıp uygulamaya konulduğu merkez olan ve bu nedenle çevre duyarlılığının yaşamsal olduğu düşünülen Cumhuriyet Meclisi üye ve çalışanları evren olarak alınmıştır. Örneklem, 150 kişilik evren içerisinden rastgele seçilen 44 kişiden ibarettir. Araştırmada veri toplama aracı olarak anket kullanılmıştır. Anket 3 bölümden oluşmaktadır. İlk bölüm araştırmacı tarafından hazırlanan ve kişisel bilgilerin yer aldığı bölümdür. 2. ve 3. bölümler çesitli arastırmalardan ve literatür taramasından elde edilen "Çevre Bilinç Ölçeği" ve "Çevre Tutum Ölçeği"dir. Çevre Bilinç Ölçeği, Uzun ve Sağlam tarafından 2005 yılında geliştirilmiş, Cronbach Alfa (α) iç tutarlık katsayısı .84 olarak hesaplanmıştır. 3. bölümde yer alan Çevresel Tutum Ölçeği 2003 yılında Şama tarafından geliştirilmiştir. 21 maddelik 5li likert tipinde oluşturulan ölçek, alan uzmanları tarafından Kuzey Kıbrıs şartlarına yönelik olarak 19 maddeye indirilmiştir. Ölçeğin geçerlik ve güvenirliği tekrar hesaplanmış, Cronbach Alfa (α) iç tutarlık katsayısı .78 olarak saptanmıştır. Anket sorularına verilen cevapların analizleri SPSS 16.00 paket programı ile yapılmış ve değişkenler ile katılımcıların çeyvereye yönelik bilinç ve tutumları istatistiksel olarak karşılaştırılmıştır. Veriler aritmetik ortalama, frekans-yüzde dağılımı, t-testi ve tek yönlü varyans analizi kullanılarak analiz edilmiştir.

Araştırmanın Bulguları

Cumhuriyet meclisi üye ve çalışanlarının Çevre Bilinç Ölçeği ve Çevre Tutum Ölçeğine verdikleri cevapların genel aritmetik ortalamalarına göre aldıkları puanlar "orta sıklıkta" düzeyinde bulunmuştur. Meclis üye ve çalışanların çevreye yönelik bilinç ve tutumlarının cinsiyete göre anlamlı bir farklılık göstermediği anlaşılmıştır. Uygulanan ölçeklerin sonuçları ile katılımcıların yaşları arasındaki ilişki araştırılmıştır. Çevre Tutum Ölçeğine göre katılımcıların yaşları herhangi bir değişkenlik göstermezken, Çevre Bilinç Ölçeğinde 51 ve üzeri yaş lehine anlamlı bir farklılık çıkmıştır. Çevre Bilinç Ölçeği ve Çevre Tutum Ölçeği ile Cumhuriyet Meclisi üye ve çalışanlarının eğitim durumları değişkeni arasındaki ilişki değerlendirilmiştir. Analiz sonuçlarına göre her iki ölçek bazında eğitim durumu ile anlamlı fark çıkmıştır. Aritmetik ortalamalara bakıldığında anlamlı farkın lisans ve üzeri eğitim alan katılımcılar lehinde olduğu anlaşılmaktadır. Ölçekler, katılımcıların mesleki kıdemlerine göre değerlendirilmiştir. Analiz sonuçlarına göre çevreye yönelik bilinç ve tutum ile mesleki kıdem arasında anlamlı bir ilişki bulunmamıştır. Meclis üye ve çalışanlarının çevre eğitimi alıp alamaması ile çevre bilinci ve çevreye yönelik olumlu tutum sergileme arasındaki ilişki incelenmiştir. Bilinç düzeyinin daha önceden alınan çevre dersleri ile arttığı anlaşılırken, tutum düzeyi ile önceden alınmış olan derslerin bir ilişkisi olmadığı saptanmıştır.

Araştırmanın Sonuçları ve Önerileri

Genel olarak yasaların ve özel olarak çevre yasalarının hazırlanıp uygulamaya konulduğu merkez olan ve bu nedenle çevre duyarlılığının yaşamsal olduğu düşünü-

len KKTC Meclis çalışan ve üyelerinin çevreye karşı tutumları, duyarlılıkları ve bilinçlerinin belirlenmesi ve bazı değişkenlerle ilişiklendirilmesi amacı ile yürütülen bu araştırma sonucunda elde edilen bulgulara göre meclis üye ve çalışanlarının çevre bilinç - tutumlarının "orta sıklıkta" düzeyinde sonuç verdiği bulunmuştur. Bu sonuç, meclis üye ve çalışanlarının çevreye yönelik duyarlılıklarının yetersiz kaldığının göstergesidir. Bir ülkenin kalbi sayılan bir kurumun çevreye ilişkin olumlu algılarının daha yüksek düzeyde çıkması beklenmektedir. Çalışmada ayrıca, bilinç ve tutum ile yaş, eğitim durumu, daha önceden almış oldukları çevre eğitimi değişkenleri arasında anlamlı bir ilişkinin olduğu; cinsiyet ve kıdem değişkenlerinde ise anlamlı bir farklılık yaratmadığı saptanmıştır. Çevreyi koruma ve çevre duyarlılığının sağlanması ve sürdürülmesi için öncelikle kişilerin eğitimi desteklenmelidir. Çevre eğitimiyle konuyla ilgili bilinç kazandırılmalı ve bu konuya algıları çekilerek duyarlılıkları sağlanmalıdır. KKTC meclis üye ve çalışanlarının belirlenen düşük algılarının yükseltilmesi amacıyla çevre eğitimi dersleri verilmeli, konuyla ilgili belli bilgi, algı ve becerileri edinmeleri sağlanmalıdır. Ayrıca aktif öğrenme ışığında geliştirilen uygulamalı, çalıştay tipi çevre eğitimlerinin, çevreye yönelik tutumları ve davranışları pozitif yönde geliştireceği düşünülmektedir.

Anahtar Sözcükler: Çevre, KKTC Cumhuriyet Meclisi, çevre koruma, çevre eğitimi, çevre bilinci