



A CROSS-CULTURAL PHENOMENOLOGICAL APPROACH TO ENVIRONMENTALLY SENSITIVE SCHOOL PRINCIPALS

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Abstract

As the world population is constantly increasing and their needs are increasing too, the need to use consumable resources properly is emerging. Therefore, environmental resources confront us as assets to be transferred to the new generation. It is necessary to introduce the practices of school administrations in the field of environmental education and develop the existing ones. This research aims to clarify what kind of environmental education is given at schools, how it is done and the solutions needed to prevent these problems. Qualitative research method was used in the study and "Phenomenology" was selected as the research design. The case studied in the study was considered as "A cross-cultural phenomenological approach to environmentally sensitive school principals". The working group of the research constitute of Romania Maramureş, administrators and teachers working in primary and secondary schools in Baia Mare, Maramures Romania and Osmaniye, Turkey. The find outs of this research are significant to guide school administrators in environmental management and develop new methods and technics. Studies carried out to increase the environmental consciousness show similarities both in Turkish and Romanian schools. However not big but slight differences are seen between the two countries.

Key Words : Environmental consciousness, Management, Awareness

Jel Classification : M.

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ÇEVREYE DUYARLI OKUL YÖNETİCİLERİNE YÖNELİK KÜLTÜRLER ARASI FENOMENOLOJİK BİR YAKLAŞIM

Öz

Dünya nüfusu sürekli arttığından ve artan nüfusun ihtiyaçları da sürekli çoğaldığından tükenbilir kaynakların bilinçli kullanımı söz konusu olmaktadır. Böylelikle çevresel kaynaklar, yeni nesillere aktarılması gereken varlıklar olarak karşımıza çıkmaktadır. Bunun içindir ki; okul yönetimlerinin çevre eğitimi alanında yaptığı çalışmaların tanıtılması ve var olan uygulamaların geliştirilmesi gerekmektedir. Bu araştırma ile okullarda çevre eğitimi ile ilgili olarak neler yapıldığı ve nasıl uygulandığı, bu konudaki sorunların önlenmesine yönelik çözüm yollarının neler olduğunun ortaya konulması amaçlanmıştır. Çalışmada nitel araştırma yöntemi kullanılmış, araştırma deseni olarak "Olgubilim (Phenomenology)" seçilmiştir. Araştırmada çalışılan olgu, "Çevreye duyarlı okul yöneticilerine yönelik kültürler arası fenomenolojik bir yaklaşım" olarak düşünülmüştür. Romanya Maramureş Baia Mare'de bir arada bulunan ilkökul ve ortaokullarda görev yapan yönetici ve öğretmenler ile Türkiye'nin Osmaniye ilinde bulunan ilkökul ve ortaokullarda görev yapan yönetici ve öğretmenler, araştırmanın çalışma grubunu oluşturmaktadır. Araştırmanın bulguları, çevre yönetimi konusunda eğitim yöneticilerine rehberlik etmesi, yeni yöntem ve metotların geliştirilmesi açısından önemlidir. Araştırma sonucunda; Türkiye ve Romanya'daki okullarda yapılan çalışmalar arasında çevre bilincinin artırılmasına yönelik benzerlikler görülmüş olmamakla birlikte farklılıklara da rastlanmaktadır.

Anahtar Kelimeler : Çevre bilinci, Yönetim, Farkındalık.

Jel Sınıflandırması : M.

INTRODUCTION

With the ever-increasing world population, people's needs have also increased. The conscious use of natural and consumable resources is becoming increasingly important. Not just the needs of today but for the continuity of the days in come and the generations nature gave and surrounded us with; air, water, soil and other vital needs should be used carefully has been accepted by all communities. Careful use of these resources will be ensured by people conscious of this issue. Obtaining desired behavior in individuals can be achieved by a planned, programmed and effective education system. This is possible with environmental education and the permanence of these trainings on environmental awareness.

I. CONCEPTUAL FRAMEWORK AND RELATED RESEARCH

I.I. What is Environment

'Environment is a setting in which people and other living creatures maintain their relationships throughout their lives' (Tarkay, 2006: 8) Environment, affects all living creatures but most directly human beings, affected from it, all the conditions out of own (Başal, 2003). According to Buhan (2006) environment is the all items of nature and human beings together with human beings. People's interaction with nature continues in constant change and metamorphosis. The constant transformation of interacting environment into problems is often due to human-induced factors, and this problematic interaction forces the balance of nature.

I.II. Human and Nature

It is impossible for a person to survive without the environment that provided food and protection to him/her. Human-environment relationship begins with the existence of mankind (Bennet, 1996: 243). Since its existence, mankind's instinct of possession and using nature unlimitedly has grown since the 17th century Environmental problems such as industrialization, technological progress and population

increase have begun to appear in the 1800s, especially in western European countries, and then almost all over the World (Görmez, 2003). At the end of the 20th century, the major problems of the industry and the environmental pollution can not be avoided, the rapid progress in communication tools and the instant access to communication, televisions, caused an important "environmental consciousness" from the global point of view. While people are trying to protect their own environment, they have also begun to oppose activities that disrupt the environment all around the World. Since all living beings in the world are suffering from the causes such as "deforestation, desertification, pollution, environmental degradation, loss of plant and animal species, change of precipitation system, acid rain, ozone layer penetration" in the world and the poorest countries are affected most environmental awareness has become more important (Ünlü, 1995: 76).

The history of humanity has passed many periods; from hunter and nomadic lifestyles to settled lifestyles and with the development in industry so called poisonous gas, liquid and solid substances spread to the soil, water and air, diffusion of radioactivity in various beams, increase in noise are the events faced disturbing the balance of the World. People's lifestyles have undergone radical changes and the only similarity of these periods is the continuity of human beings giving damage to nature (Erden, 1990). The main cause of the environmental problems of man is the human-nature relations itself. Initially human beings struggle against nature just to live and also followed by uncontrolled consumption of natural resources. While nature is being destroyed by man, it needs help from man too. It has been acknowledged that this expectation was made possible by the development of human resources and that the knowledge, skills and attitude necessary for this would only be achieved through education (Daştan, 1999).

I.III. Environmental Problems

The environment is constantly exposed to great damage because of deterioration in the atmosphere of urbanization and industrialization day by day. It is inevitable that these problems will become more and more global problems that can not be recovered in the future. Human beings and all other living creatures should not forget that they are in the same environment (vicinity).

In order to be so insensitive to environment human beings need to have the idea that environment is completely apart. In nature, all living beings have some kind of waste, and the waste of a creature is a source of life for another creature. But the wastes of human beings are increasing as a threat for the life of future generations after many years (Şimşek, 2005). At the present time cumulative chemical events cause environmental problems with the mixture of foreign substances to nature. Pollution that occurs in natural environmental systems is related to each other by moving from one element to another. However, the causes of this pollution and the effects they create may show changes. In this respect, it would be beneficial to classify the patterns, causes and consequences of contamination of the environment (Ertürk, 1996). Since the ecological balance has deteriorated in many ways, it affects all parts of the system correlated with, and in all aspect of life, it appears that the threats are beginning to manifest themselves. Factors that are dangerous to the world and humanity; "World wars that will lead to mass extermination, extreme population, pollution and exhaustion of natural resources" can be lined. These factors are interrelated and solutions are also very difficult (Görmez, 1991). Environmental problems, qualities and effects vary according to the regions, besides, seen at great deals in every area of the earth. The importance and priority given to environmental problems varies depending on the level of development of countries. First of all, Prevention of hunger and elimination of poverty in the world is takes the first place. Those are followed by 'management of natural resources, control of soil quality, supplying clean water, protection of forests and coastal areas'. Then, proliferating industrialisation and the difficulties it brings come in view; 'uncontrolled urbanization and inadequate urban infrastructure, supplying energy, transportation, rapid increase in using chemical and waste product' are among those. Societies that are in the forefront of measures to address global environmental problems seem to be in high-income communities (Demirer, 2001)

'Looking World from Space, there are no boundaries separating the countries from each other", said by an astronaut and entered the environmental literary context, thought in this aspect environmental problems It is understood that environmental problems get beyond boundaries and an environmental problem occurred on one part of the Earth has the point to influence all other societies. Accordingly, being more sensitive, more conscious and wholesale protection against environmental problems is required. On the contrary, when environmental problems mentioned local environmental problems come to mind first; noise problems, air pollution, water pollution and sightseeing pollution are the problems we considered everyday. However, environmental problems are not only local; As well global environmental problems are encountered, too. Global environmental problems; occurred with the increase of industrialization, oil, coal, etc. and extra use of (Sandal, 2005)

Air pollution in Turkey after 1950s; and overuse of energy with the population growth, uncontrolled urbanization and industrialization. Before industrialization, it is known that approximately 80% of the population live in rural areas (Özer, Aydın, Akçay, 1997). Environmental issues have begun to gain great importance in recent years and many people have started to become aware of environmental problems through the media. It is observed that there is a difference in the way the news is handled in the media representations on environmental problems in newspapers. In addition, it is emphasized that the way environmental news is handled is problematic in terms of the basic criteria of environmental journalism (İrvan, 2019).

I.IV. Environmental Consciousness

Environmental problems are not caused simply heavy pollution, disasters, effects of mass communication tools or educational activities. The alienation of the individuals to society and their products with the result of economical growth's becoming global sovereign, growth in unconscious, overconsumption are the result of unstable industrialisation. All these have begun to make people think about industrial society and different types of lifestyles have been searched by inquiring developed, civilized, mechanized societies (Kapıkıran, 2010).

I.V. Environment Conscious

Studies such as protecting natural environment, preventing pollution are important conditions but not enough. This requires the participation of all community members. Unless the whole participation of the family establishing community is not ensured and negative public habits are altered, it is not possible to solve the problems exactly. Individuals with environmental awareness will be those who choose the least harm to the environment while producing and consuming (Şafak & Erkal, 1999: 64).

Environmental awareness should be given to people at very young ages. If people of future is raised and educated on environment protecting environment and and raising environment consciousness will be guaranteed (Armağan, 2006). The most effective prerequisite for the formation of environmental awareness is the total change in individual's social behavior. This will be possible through an effective and comprehensive environmental education. While realizing educational activities on environment; They should be informed by thinking that they have lack of information or worrying individuals on ecological dangers (Kabaş, 2004).

Researches revealed that in 1970s people become more sensitive to the environment and environmental issues have also begun to pose political implications, the parties have included environmental problems in their programs, and "Green Parties" have been established that focus on the environment (Kapıkıran, 2010). The organization of the Stockholm Conference under the auspices of the United Nations in 1972 and the celebration of the World Environment Day are the best examples of these developments.

These developments have been turning point in terms of environment; Stockholm has been the first application place where global investigation of environmental problems and the necessity of joint action is transferred to. The Human and Environmental Conference, organized by the United Nations in

Stockholm, Sweden, on June 5, 1972, is a venue where environmental concerns are shared by many different countries of the World (Yavuz, 1975: 15). Before and after the Keskin's (2019: 33–34) water use attitude, water use behavior and environmental awareness tests were applied to the groups, and also gave open-ended working papers to the Water Explorer groups. At the end of the study, it found that the groups participating in the Water Explorer program were significantly better than the other groups that did not participate in the program in all tests. Accordingly, it has made suggestions to include similar projects in the science curriculum in order to increase students' water use, behavior and environmental awareness.

I.VI. Environment Education

Object of Environment Education; examining the functioning of the systems in the earth and the changes it has shown over time; It is necessary to clarify the problems that arise as a result of the deterioration of natural balance and find permanent solutions to them. Methods of Environment Science; lots of fields collides with geographical methods. Science of Environment uses experiment, observation and interpretation methods while doing research; and make use of geographical methods such as trip, survey and interview (Özey, 2001). The main object of environment education is to raise individuals as citizens and fellows perceiving his / her environment as a whole, has an interrogating interaction with the environment, is aware of the environment, and has consciousness (Geray, 1997: 329)

Environment education is a process improving attitudes, values, information and skills for protecting environment, behaving environment friendly attitudes and seeing the results of these attitudes. It is important to start environmental education at an early age. The information and attitudes of preschool and school age form the basis for the behavior of the individual in the future. Value judgments and attitudes that occur in childhood and early age, empathy by establishing interaction with nature will be important in the formation of nature lover (Erten, 2006). Formal education will be effective in helping children and young people grow up as citizens who are sensitive to environmental problems in relation to the environment (Kayıkçı, 2003: 259). At the end of the formal education process, it is critical to enhance awareness and sensitivity about the environment and environmental education, as well as to boost the level of knowledge and competences of teacher candidates in providing environmental education. (Carrier, 2009; Karademir, 2016; Trauth-Nare, 2015; Tschannen- Moran & Hoy, 2007; Plevyak et al., 2001; Çetkin, 2019). On the other hand, environmental education teaching certificate programs have been launched in some countries in recent years (Harrison, Gross, McGee, 2017; Çetkin, 2019). Target group at environment education is defined as primary school, secondary school, high school, university students, parents, teachers, technical environment staff, in-service training activities, public training and administrative training. Education programs may vary due to target groups (Nazlıoğlu, 1991).

It is known that the first environmental books for preschool children in Turkey were published towards the end of the 1970s. The first examples of these publications are "Environment and You, Cutting Flower is Forbidden and Let's Protect Nature (teleplay)". It has been found that such books have gradually increased in the 1980s, and in the 1990s a lot of books have been published on this subject (Ural, 1995: 42–43). 97% of the forest fires in Turkey are caused by human and this shows the importance of environmental education in the country (Tarkay, 2006). In the protocol signed with the Ministry of National Education, it is seen that projects have been realized to develop environmental consciousness, positive consumption habits, planting works, separate collection of assessable solid wastes at their source and recycling. It is stated that between 2002-2007 the project started to be implemented under the coordination of Provincial Environment and Forestry Directorates in 310 elementary schools in Ankara and in all of the country in 2000 primary schools. It is stated that educational studies have been carried out in line with the demands of primary and secondary schools, private and public institutions and organizations apart from this Project (ÇOB, 2007). Taking into account the successes of primary education, students have been trained to develop actions aimed at preserving the world in which they work, instead of delivering sustainable education for the environment. Besides, it has been determined that there are environmental gains in many lessons and

these gains are determined in accordance with the developmental levels of the children and these gains are correctly formed according to the spirality principle (Aktepe & Temur 2018, Sever & Yalçınkaya, 2018). Environmental education, according to Landers, Nylon, and Drewes (2002), should be inclusive of all persons in society. It should not be completed over a certain length of time. It is an ongoing process. The relationships of the elements with each other, along with the other elements in the system, should be evaluated holistically. Environmental education should be simple to execute and aligned with economic and social goals.

The environment conscious should be turned into an attitude with education. Attitude is an emotional preparation that people see as accepting or rejecting certain thoughts. Attitude is not a directly observable characteristic of an individual but consists of determination of thoughts, feelings and behaviors that are indirectly seen by the behaviors of the individual (Kağıtçıbaşı, 1988; Erol, 2005). People's attitudes towards environment begin to develop at early ages and many teenagers with adolescence will have their own ideas on environmental issues such as ecology and technology. According to some researchers, increasing the knowledge of individuals about environment enables them to develop their attitudes towards the environment positively. Some researchers; the participation of students in environmental courses, increasing environmental behaviors and being aware of environmental problems, others think that their vital experience is influential in the formation of environmental attitudes (Bradley ve ark., 1999). Environmental education is an interdisciplinary field of study and has cognitive and affective aims, aims at cognitive field people are more inclined to make the environment literate, their emotional goals are values and attitudes towards the environment and environmental problems (Budak, 2008). Environmental sentiments are significant variance in environmental education activities and are beneficial in promoting environmentally friendly behaviors. The effects of the interaction process in the social environment of the person with the environment-related emotions on the development of environmental feelings can be investigated by looking at the relationship between the near environment and the distant environment they are connected to. Environmental education services should be highlighted at all stages of education and those should be prepared in such a manner that environmental emotion mediator position is taken into account (Tokur, 2019).

I.VII. Education Management

In the process of time it is seen that interest in environment and environment shouldn't be neglected take place in the new management understanding. Total quality management has been brought to the quality of the environment and zero error aimed at "zero waste, zero pollution and zero waste" as well as environmental protection and environmental sensitivity (Akdoğan, 2003). Through experienced developments It can be stated that governments developing increasingly more sensitive towards the environment. Environment management; the necessary use and production of natural resources for all living beings to live a healthy life. During this use, it is the whole process of planning, coordination, communication, control and executive.

I.VIII. Studies

Daştan (2007) has worked on a total of 48 Biology Teachers at 27 high schools and equivalent schools in the city center of Sivas and aimed to assess and evaluate "biology teachers' interest, knowledge and sensitivity on environmental issues". It is found that individuals showed differences according to their occupational seniority in their interest and sensitivity to environmental problems, participants were more sensitive to the environmental problems they encountered. The attitudes of science teachers towards environmental education and their abilities in environmental education are directly related to the relationship between environmental education and science; It has been found that teachers are more inclined towards environmental education if their attitudes towards environmental education are positive.

Teachers who have a positive attitude towards environmental education has a view of science education as the basis of environmental education and many teachers think science subjects are suitable for environmental education (Chi-chung-Ko & Chi-kin-Le, 2003). Vaughan and his friends (2003), who studied primary school children's influence on environmental education, found that students who compared pre-test and post-test information shared attitudes and knowledge about protecting the nature that they learned in school with their parents. It was found that 67% of the students, 52% of the parents and 29% of the adults in the control group had significant improvement in the results of the study conducted with elementary school students, parents and adult control group. Primary school 4th and 5th grade students' views on environmental issues make a meaningful difference in the place where students live (Özpinar, 2009).

In Kavruk's survey (2002); A questionnaire was applied to students in some elementary and secondary schools in Yenimahalle district of Ankara; It was found that students first heard the concept of environmental problems from their parents or television. Written and visual-audio media may be an important educational tool for environmental problems, informing the public and attracting press attention to the topic can be as beneficial as formal education is the result emerged. According to the research on women's knowledge about environmental problems and environmental education; Questionnaires applied to women revealed how effective environmental education was on women by comparing environmental information, environmental problems and answers to questions about education before and after education (Kabaş, 2004).

Ayhan (1999), they tried to determine the effects of family, teachers and school administrations in the aim of giving goals and behaviors related to the protection and development of the environment in the first 3 grades of elementary schools in Ankara in the name of "Factors Affecting the Near Environment Awareness of the Students in the First Three Grades of Primary Education". At the end of the research, they stated that the Ministry of National Education's primary education program supports the objectives, principles, targets and proposed learning activities and environment education, that students are sensitive to environmental problems but they can not apply them in every case. Bozkurt (2001), "A Study on the Detection of Misguided Concepts of Some Environmental Problems of Primary School Students (6th, 7th and 8th Graders)" aims to determine the perception of environmental education concepts (ozone layer, greenhouse effect, acid rain). As a result, students have the first and wrong concepts about the ozone layer, greenhouse effect and acid rain in their minds and claimed that they were influenced by school education, scientific journals, circles, television and created these concepts. Despite positive thoughts about science lessons and textbooks, it has been found that students have misconceptions.

Morgil and other (2002), In his research entitled "Study on the Preparation of Environment and Environmental Protection Project in Science Education", the researchers investigated the level of knowledge of the 6th grade primary school students about environmental education and what could be done about environmental studies in science courses. According to the results obtained, the students have become conscious about the projects they have prepared and the environmental education and have shown that they can be active in the science courses. Erten (2005), In the study entitled "Investigating Environmentally Friendly Behaviors in Preschool Teacher Candidates", 352 students were asked to complete a questionnaire with sixty questions. As a result of the research, it has been emphasized that the attitudes of the environment conscious and the information about the environment are not enough for the people to show beneficial behaviors. It is stated that it will take time for positive attitudes to turn into behavior in a short time.

Ürey (2005), In her study entitled "Attitudes towards Elementary School Teachers and Students towards the Environment and Their Regional Differences in Environmental Education", she tried to draw attention to the points of environmental education in the Eastern Anatolia Region in the data obtained from different surveys of students and teachers at different levels of primary education. As a result; environmental activities in schools are not at the desired level in terms of implementation and prevalence, And environmental education difference between the eastern and western regions is derived from the difference between theory and practice. Atasoy and Ertürk (2008), In the research titled

"*Determination Study on Environmental Attitude and Environmental Information of Primary School Students*", 1118 students at 6th, 7th and 8th grades had Environmental Information Test and Environmental Attitude Scale. As a result of the research, it has been determined that the students are not in the level of environmental knowledge and environmental attitude

II.OBJECTIVE

The awareness of the environment can be widespread in society and achieved with education that can be given at an early age. There is a need for school administrators and teachers who, after themselves, are responsible for future generations, who are aware of the prejudice of environmental awareness in order to raise a conscious human model of environmental problems. The new generation is important in terms of educating environmentally conscious citizens to be able to reveal the practices on how environmental awareness can be brought against the environmental problems that may be encountered in the future. The recognition of the work done by the schools by the other school administrators and teachers in terms of improving the sensitivity of the students towards the environment constitutes the aim of researching and providing wealth in practice. Determining whether these practices differ from culture to culture is another purpose of the research. With this research it is aimed what kind of environmental education is given at schools and how it is done, describe what the solution ways to prevent these problems. The findings of the study will guide training managers on environmental awareness and the development of new methods and methods.

III. METHOD

This section includes explanations of the research model, the study group and the data collection.

III. I. Research Model

Qualitative research method was used in this study and Phenomenology" was selected as research design. According to Snape and Spencer (2003), qualitative research provides a more in-depth knowledge of social life and interpretation than a process of statistical methods. The case is given in scientific investigations, individuals and groups that are experiencing the phenomenon that the researcher focuses on and who can explain this phenomenon. Such studies are normal because the study group is limited as long calls are needed (Yıldırım ve Şimşek, 2005). The case studied in the research was considered as "A cross-cultural phenomenological approach to environmentally sensitive school principals".

III. II. Working Group

The working groups constitute Romania Maramureş, four school administrators and 8 teachers working in primary and secondary schools in BaiaMare, Maramureş Romania and eight teachers and eight teachers working in primary and secondary schools in Turkey, Osmaniye. Participants' professional experience ranges from 2 to 25 years. Osmaniye working group constitute of just one female and three male school administrators and four female and four male teachers. In Romanian working group there is one male and three female administrators and five female and three male teachers. The information related to demographic variables is given in Table 1.

Table 1. Participants' Demographic Characteristics

Turkey					
Administrator			Teacher		
Participant	Gender	Seniority	Participant	Gender	Seniority
TM-1	Female	25	TT-1	Female	21
TM-2	Male	21	TT-2	Female	2
TM-3	Male	20	TT-3	Female	10
TM-4	Male	18	TT-4	Female	7
			TT-5	Male	10
			TT-6	Male	16
			TT-7	Male	6
			TT-8	Male	12
Romania					
Administrator			Teacher		
Participant	Gender	Seniority	Participant	Gender	Seniority
RM-1	Female	19	RT-1	Female	5
RM-2	Female	18	RT-2	Female	7
RM-3	Female	18	RT-3	Female	8
RM-4	Male	20	RT-4	Female	3
			RT-5	Female	5
			RT-6	Male	15
			RT-7	Male	7
			RT-8	Male	10

Preparation and Implementation of Data Collection Tool: Standardized open-ended interviews were used in the study. The main purpose of the standardized open-ended view is to reduce the researcher's influence on the research by asking the same kind of questions for the same participant. In this way, the researcher gets full and systematic information (Yaman, 2007).

In our research, the codes and categorizations were validated by quoting the opinions of the trainers. Interview questions were prepared by considering the literature review, sub problems and subject to be investigated in detail. The answers given by the participants were tried to be classified and the answers were gathered under certain headings according to their frequency, in the direction of common opinions and they were given in tabular form depending on these classifications. In some cases, the data were supported by direct quotations from participant opinions. School administrators participating in the survey coded from M-1 to M-4; teachers coded separately for both countries from T-8 to T-1. The answers given by the participants were examined and analyzed by the researchers separately, and the classifications of the two researchers were reassessed together to provide validity and security.

FINDOUTS AND DISCUSSION

In this section, the data obtained as a result of the interviews with the administrators and teachers of the four schools in Turkey and Romania directed to "Environmentally Responsible School Administrations" were compared by dividing into categories and themes.

Table 2. Distribution of Courses on Environmental Education

TURKEY		ROMANIA	
School Subjects	Practice	School Subjects	Practice
Science, Scientific Applications	Project, research, presentation	Science	Attribution to Interdisciplinary education
Social science	Attribution to interdisciplinary education	Chemistry	Attribution to Interdisciplinary education
Life/Social Science	Units, school clubs, themes, Sub-acquisitions, interdisciplinary	Biology	Attribution to Interdisciplinary education
Visual Arts	School trips, attribution to other courses	Geography	Attribution to interdisciplinary education
Game and physical activities	Attribution to other courses	Arts	Attribution to Interdisciplinary education
Musics	Attribution to Interdisciplinary education, noise pollution	English	Attribution to Interdisciplinary education

As it is seen in table 2; Environmental education is given in both countries not as a separate course but as a link to other courses. Among the didactic curricula in Turkey, at primary schools Life/Social Science courses at (1st, 2nd and 3rd grades) took place as an independent unit in the Life /Social Science course which was decided to be gradually apply at 1st grade in 2016-2017 Education and Training Year.

1st,2nd and 3rd grades Life/Social Science course programme; "Nature and Environment" unit added as 6th unit, In 1st and 2nd Grades, the percentage of course time is designed 19.4;and at 3rd grade the percentage of course time is designed as 15.7.

Among the objectives of the Life/Social Science Teaching Program;''Keeping nature and environment clean and improving protection skills''; 'Asking questions about nature, making observations, grouping observation results, classifying and providing a scientific understanding through comparison' is added. The skills of the course are protecting the environment and nature love. In addition, "Secondary School Environment Education" course curriculum is prepared (TTKB, 2015).

Table 3. Distribution of Studies for Environmental Awareness in Schools

Category	TURKEY								ROMANIA								T T	R T		
	Administrator				Teacher				Administrator				Teacher							
	10 (-)		10 (+)		10 (-)		10 (+)		10 (-)		10 (+)		10 (-)		10 (+)					
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M				
Green activities										3	1	4							4	
Ecology Clubs										2	1	3							3	
Projects										2		2							2	
Extracurricular activities				1	1	1			1	2	2	1				1	2		3	
Parent training			2		2	2			2	2	2	2			2	4			4	
Poster, poems, and essay studies										2		2							2	
Movie presentation				1	1								3		3	1			3	
Recycling studies (Waste battery, paper, glass, plastic)			1	2	3		2		2				1		1	2	5		2	
Lecturing, presentation, and giving information			2	2	3	1	2	3	9				4		2	6	11		6	
Waste oil decomposition activities			2	2	1			1	1										3	
Certain day and week events			3	3			1	1	1										4	
Feeding Animals and growing plants					2	2			4										4	
Model attitudes			1	1	1				1										2	
School trips			1	1	1				1		1	1			1	1	2		2	
Collaboration with NGOs					1		1	2	2	2	2								2	
Display of related quotes							1	1	1										1	
Hiking					2				2										2	
Total			3	1	1	1	8	5	3	2		1	3	1	1	1	4	1	43	3
			3	6	1				7		5	8	0			5			3	

As it is seen in Table 3; there are similarities between studies conducted by Turkey and Romania to increase environmental awareness in schools participating in the research. It is understood that exposition, presentation, lecturing, extracurricular activities, movie presentations, recycling studies (waste battery, paper, glass, plastic), parents training, trips and collaboration with NGOs are the similar works done by the two countries. Besides; studies carried out by the administrators and teachers from the participating Romanian schools are green activities, ecology school clubs, projects, posters, writing poems and composition.

In the same way the participating school administrators and teachers realize the activities such as; Waste oil decomposition activities, Certain day and week events, Feeding Animals and growing plants, modelling, Display of related quotes and jogging. The ecology school clubs, projects, poster, poem and composition studies performed in Romania,although not mentioned by the Turkish participants,it is known that there are environment clubs,realized projects on the mentioned subject, written poems and essays.

It can be said that the classical teaching methods of "repetition, presentation, giving information" take the place of the most repetitive studies realized in schools both in Turkey and Romania. Nevertheless, attention is also paid to the implementation of parent training activities on

environmental awareness in both countries. Although Participants from Turkey presented more working activities (43) It is possible to say that sample activities are similar to each other. It can be said that the managers and teachers with higher level of seniority in both countries have more study samples.

Some teacher views that are outstanding in relation to problems during environmental awareness studies are:

“Guided activities, the need for local teams of parents, teachers and students, awareness posters, poems and essay competitions on the topic of” (RM-3). During the courses, projects, extracurricular activities: green activities” (planting, cleaning), Eco-clubs, prevention, saving energy (RM-4). “...Working with teenagers is both interesting and challenging, as they develop their personality and attitudes towards the young-adult life. I tackle the issue starting from the textbook lesson and asking them to present similar experiences...” (RT-4). “My main objective concerning the environmental consciousness is to make the students understand and reflect in their work the difference between a clean and preserved environment and the polluted environment.” (RT-6). “We do informative and awareness-raising activities in the course or with extracurricular activities, collecting waste batteries, having the responsibility of growing a plant and we encourage them feeding a pet. We do hiking. We pay attention to the environmental damage of toxic wastes...”(TT-7).”

‘Recycling activities, training activities for cleaning and keeping it clean, presentations.’(TM-4).’ Community Service activities, recycling activities, collecting waste battery and waste oil collection, doing nature excursions to raise to deformed environment and protected environment...’(TM-1).

Table 4. Distribution of Studies On Environmental Awareness in Schools By Concept And Abilities

Categories	T		Concept	Ability
	f	R		
Feeding animals and growing plants	4	-	Continuity of the environment	Shows behaviour that conservation of the environment and transferring it to future generations is conscious of the fact that it is a citizenship duty.
Green activities	-	4		
Ecology clubs	-	3		
Poster, poem and essay studies	-	2		
Certain day and week events	4	-		
Model attitudes	2	-		
Projects	-	2		
Extracurricular activities	2	3		
Parents training	4	4		
Movie presentation	1	3		
<u>Lecturing, presentation and giving information</u>	<u>11</u>	<u>6</u>		
Recycling activities (Waste batteries, paper, glass plastic)	5	2	Use of Resources	Understanding that harming environment is in fact self-harming
Waste oil decomposition activities	3	-		
Ecology clubs	-	3		
Collaboration with NGOs	2	2		
Poster, poem and essay studies	-	2		
Certain day and week events	4	-		
Model attitudes	2	-		
Projects	-	2		
Extracurricular activities	2	3		
Parents training	4	4		
Movie presentation	1	3		
<u>Lecturing, presentation and giving information</u>	<u>11</u>	<u>6</u>		
Feeding animals and growing plants	4	-	Integrity of the environment	Realizing that you are a whole with your living environment
Collaboration with NGOs	2	2		
Trips	4	2		
Hiking	2	-		
Poster, poem and essay studies	-	2		
Certain day and week events	4	-		
Model attitudes	2	-		
Projects	-	2		
Extracurricular activities	2	3		
Parents training	4	4		
Movie presentations	1	3		
<u>Lecturing, presentation and giving information</u>	<u>11</u>	<u>6</u>		

Feeding animals and growing plants	4	-	Protection of the nearby environment	Seeing the interaction between people and the environment
Recycling activities (Waste batteries, paper, glass plastic)	5	2		
Waste oil decomposition activities	3	-		
Collaboration with NGOs	2	2		
Trips	4	2		
Hiking	2	-		
Poster, poem and essay studies	-	2		
Certain day and week events	4	-		
Model attitudes	2	-		
Projects	-	2		
Extracurricular activities	2	3		
Parents training	4	4		
Movie presentations	1	3		
Lecturing, presentation and giving information	11	6		
Presenting quotes on environment care	1	-	Cultural Environment	Discovering your own culture and the cultures of others and recognizing cultural differences or similarities, protecting cultural works.
Collaboration with NGOs	2	2		
Trips	4	2		
Hikings	2	-		
Poster, poem and essay studies	-	2		
Certain day and week events	4	-		
Model attitudes	2	-		
Projects	-	2		
Extracurricular activities	2	3		
Parents training	4	4		
Movie presentations	1	3		
Lecturing, presentation and giving information	11	6		

As shown in Table 4, applications for environmental awareness are grouped according to the skills and related concepts indicated in the direction of TTKB (2009). These groupings are headed under the concepts of; The continuity of the environment, use of the resources, the integrity of the environment, the protection of the nearby environment and the cultural environment. In relation to the listed concepts it can be said that students showing appropriate behaviour to the consciousness that the protection of the environment and transferring it to future generations is a duty of citizenship, Understanding that harming environment is in fact self-harming, realizing that you are a whole with your living environment, seeing the interaction between people and the environment, discovering your own culture and the cultures of others and recognizing cultural differences or similarities and protecting cultural works. Among the curriculum of the Turkish Education System, these skills are given as theme and common skills in other curriculum such as Life/Social Science, Science, Social Studies.

In Turkey and Romania, the most frequently repeated activity among environmental awareness studies generated from participants 2 views are; Making presentation and giving information. Erten (2005), the result of a survey done by 352 students emphasize that just having a high level of environmental knowledge is not enough to act behave environmentally beneficial behaviours. As it can be understood from this, it can be said that the methods of narration, making presentations and giving information which are frequently applied in schools of both countries will not be enough. Other studies that Romanian school administrators have implemented in their views seem to be project work. Morgil and other (2002) stated In their research on 6th grade students about environmental awareness, levels of students and environmental studies in science classes that; the students became conscious of environmental education with the project works they did. This result supports the effectiveness of the project studies that were first mentioned by the Romanian administrators.

The ecology clubs mentioned among the studies conducted by the Romanian administrators and teachers for environmental awareness are known to be environmental clubs in many schools in Turkey, although they are not mentioned by the participating administrators and teachers of Turkey. In his study, Ajiboye and Silo (2008), two hundred Botswana students were trained in various activities at the school's environmental awareness and attitude development clubs. Comparing the data before and after the training, it was determined that the students who participated in the club activities increased their environmental knowledge and attitudes. It is understood from the research of Ajiboye and Silo that the environmental clubs applied in the schools in Romania are efficient in building environmental consciousness.

Table 5. Distribution of Problems Encountered in Environmental Awareness Studies at Schools

Categories	TÜRKİYE								ROMANYA								T	R		
	Administral or				Teacher				Administrator				Teacher						T	T
	10		10		T		10 (-)		10		T		10		10					
	(-)		(+))				(+))		(-)		(+))									
F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M			
Attitudes towards mental pollution, being away from environmental integrity.		1	2	3	1	1			2		2	1	3	2	3	1	6	5	9	
Failure to improve the quality of the environment										1	1	1				1			2	
No parents support		1	2	3						1	1	2	2	1	3	3			5	
Not protecting natural resources, The thought of natural resources are inexhaustible					1	1		2		1	1						2		1	
Wasted time in events/activities										1	1								1	
Exiguity of good examples												1	1			2			2	
Lack of materials			3	3						1	1		1	1	2	3			3	
Not attracting students' attention												2			1	3			3	
Not being aware of environmental problems.		1	3	4	1	1	2	4											8	
Superficial works and activities			2	2			1	1											3	
Inadequate course schedules			2	2	1			1											3	
Students' computer addiction			1	1	1	1	2	2	6		2	2	1	2	3	7			5	
Not collecting garbage in rural areas			1	1	1			1											2	
Total		3	1	1	4	4	6	2	1		9	2	1	9	2	7	2	2	36	
				6	8				7			1							0	

As it is seen at Table 5; It can be said that the problems encounter during the environmental awareness studies show similarities with the participating Romanian and Turkish schools in the research. Similar works in two countries; Students' attitudes towards mental pollution, for example, preconceived behaviors, away from environmental integrity and is not aware of that s/he is living in and around the periphery. In addition, it is understood that the parents' lack of support for environmental education, the lack of material for environmental education, and the students' computer addiction are the events that they have taken them from events in the real world. Besides these; The problems faced by the administrators and teachers participating in Romanian schools during their environmental awareness work; not increasing the quality of the environment, wasted time in organized events, have difficulty in attracting students' interest, inadequate good examples becomes prominent.

In the same way, the problems encountered during the implementation that administrator and teacher participants from Turkey faced are; firstly, unaware of environmental problems, superficial works and activities and inadequate course schedules. A noticeable problem seems to be that trash is not collected in rural areas. The most common problems in Turkey; Attitudes towards mental pollution, learned persistent behaviors, Individual's thinking that s/he is far from environmental integrity and being unaware of environmental problems. It can be said that the underlying reason for these is the computer addiction of the students. The most common environmental education problems in Romania are similar to the most common problems in Turkey. These problems are attitudes towards mental pollution, being away from environmental integrity and It will be repeated with these problems and may be the cause of other problems such as parents' not supporting students education and that the students computer addiction. It is stated that more problems are expressed by the participants in Turkey (36), but it is understood that the problems of Romania (31) are close to this. In Romania, it is seen that problems are mostly replicated by female participants and by male participants in Turkey. It can be said that the percentage of problems that participants repeat according to seniority is similar.

Tablo 6. The Distribution of The Problems Encountered During The Environmental Awareness Studies According To The Concepts And Attitudes

Categories	T f	R f	Concepts	Attitudes		
Attitudes towards mental pollution, being away from environmental integrity.	5	9	Continuity of the environment	Shows behavior that is protecting the environment and the transferring it to future generations is the fact that it is a citizenship duty		
Failure to improve the quality of the environment	-	2				
No parents support	3	5				
The idea of natural resources are not protected and inexhaustible	2	1				
Not attracting students' attention	-	3				
Not being aware of environmental problems.	8	-				
Artificial activities	3	-				
Inadequate course schedule	3	-				
Students' computer addiction	7	5				
Not collecting garbage in rural areas	2	-				
No parents support	3	5				
<hr/>						
The idea of natural resources are not protected and inexhaustible	2	1			Use of resources	Understanding that harming the environment is self-harm
Wasted time in events	-	1				
Inadequate good examples	-	2				
Lack of materials	3	3				
Not attracting students' attention	-	3				
Not being aware of environmental problems	8	-				
Artificial activities	3	-				
Inadequate course schedule	3	-				
Students' computer addiction	7	5				
Not collecting garbage in rural areas	2	-				
<hr/>						
Attitudes towards mental pollution, being away from environmental integrity	5	9	Integrity of environment	Realizing that you are a whole with your living environment		
No parents support	3	5				
Wasted time in events	-	1				
Inadequate good examples	-	2				
Lack of materials	3	3				
Not attracting students' attention	-	3				
Not being aware of environmental problems	8	-				
Artificial activities	3	-				
Inadequate course schedule	3	-				
Students' computer addiction	7	5				
Not collecting garbage in rural areas	2	-				
<hr/>						
Failure to improve the quality of the environment	-	2			Protecting nearby environment	Seeing the interaction between people and the environment
No parents support	3	5				
Wasted time in events	-	1				
Inadequate good examples	-	2				
Lack of materials	3	3				
Not attracting students' attention	-	3				
Not being aware of environmental problems	8	-				
Artificial activities	3	-				
Inadequate course schedule	3	-				
Students' computer addiction	7	5				
Not collecting garbage in rural areas	2	-				
<hr/>						
Attitudes towards mental pollution, being away from environmental integrity	5	9	Cultural Environment	Discovering your own and other' cultures and recognizing cultural differences or similarities, and protecting cultural heritage.		
No parents support	3	5				
Lack of materials	3	3				
Not attracting students' attention	-	3				
Artificial activities	3	-				
Inadequate course schedule	3	-				
Students' computer addiction	7	5				

As shown in Table 6, problems encountered during environmental studies; Attitudes and related concepts, and the frequencies of repetition are given. These groupings; The continuity of the cycle, the use of resources, the integrity of the cycle, the conservation of the nearby environment and the cultural environment. The problems listed under these headings indicate that the emotions and behaviors towards the environment consciousness of are not stable and do not become their attitudes. Because of the opinions received; It is stated that students are far from environmental integrity, can not increase the quality, think that natural resources are inexhaustible and are not aware of environmental issues. In his study, Ayhan (1999) concluded that in the first three years of primary school in Ankara, the students were sensitive to environmental problems, but because of their lack of practice they could not apply them in any case. Since learning that can not be put into practice in all cases is untrained learning; It is supported by the fact that the problems of environmental awareness obtained in the research is that learning do not turn into attitudes.

One of the views expressed by the participants of Turkey and Romania is that parents do not support the environmental education. Vaughan and friends (2003) reached the conclusion in their studies that students shared information and attitudes about protecting the nature that they learned at school with their parents. From this point, if children share the knowledge they got with their parents, parents are expected to support the students. If the information learned at school is not supported at home, it can be said that the permanence will decrease and the expected attitude will not develop. Kavruk(2002) in his research; it is seen that students heard the environment problem concepts for the first time from their parents or television. It is assumed that family training is as beneficial as formal education.

Among the environmental education problems of a manager and a teacher who work in a village school in Turkey, they point out that 'Not removal of garbage in rural areas' is among the environment problems.' This situation 'The biggest problem I faced is the lifestyle of my students, they do not think it is wrong to throw garbage around the village because they live in the village and they make it a habit'. As these habits are very difficult to defeat, the environment is detrimental to conscious

development...'(TT-2); ' There are not many garbage containers in the village and garbage is collected in certain areas and these garbage heaps are not taken regularly. For that reason, students treat normal the garbage on the ground and environmental education is shaped negatively...'(TM-3) they say. This situation, Hampel and the other.(1994), The Difference Between the Environmental Consciousness of the Youth Living in the countries and the Cities "can be associated with the result that the students living in the cities are more concerned with the environmental problems than the students living in the rural areas and have a positive environmental attitude.

It seems that the situation in both countries seems to be a problem, the students are computer addicted, and the seven participants from Turkey and five from Romania say this. This problem leads to the fact that the students increase their individuality and keep them away from environmental integrity.

Some outstanding opinions of teachers related to problems during environmental awareness studies are:

'We have pupils who are insensitive to the topic, I think it originated from parents, because the parents themselves are not conscious of it. I conflate students' insensitivity to environment and their cruel attitude to technology. Each student has a tablet or etc. and play ruthless beating-crunchy games...'(TM-1)' Not having sufficient course materials (banners, CD., short movies etc.);restricted time for the subject...'(TM-3) ' Both the lack of educational materials during both the physical and social environment awareness activities, and the problem of being unable to get support from students' parentson environmental consciousness comes out as a problem...'(TT-7).“One of the difficulties while exercising on environmental consciousness would be the students and their parents mental barriers and local authorities who don't involve or do too much in protecting our environment...” (RM-4). “At this age, the students are caught between the advice and good examples of environmental consciousness and the lack of interest of the adults around them to ward the environmental problems...” (RT-2). “Sometimes students don't understand the importance of preserving the environment, materials are of enough, (RT-6, 8).

Table 7. Distribution of Solutions to the Problems Seen in Environmental Awareness Studies at Schools

Categories	TURKEY								ROMANIA								T	R		
	Administrator				Teacher				Administrator				Teacher				T	T		
	10	10	T	10	(-)	10	(-)	T	10	10	T	10	10	T						
	(-)	(+)				(+)			(-)	(+)		(-)	(+)							
F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M					
Community education			1	1		2	1	1	4							5				
Local authority and collaboration with NGOs			2	2		2	1	2	5		1	1	2	1		1	2	7	4	
Implementation of recycling activities in every area			3	3			1	2	3									6		
Parents training			1	1	2	1	1	2	1	4		2	1	3	1	1		2	6	5
Doing studies on the change of consumption habits			1	1	2	1		2	1	4									6	
Creating practice gardens in schools						1	1	1	3										3	
Organizing award-winning competitions			1	1															1	
Increasing the number of curricular and extracurricular activities											1	1	5			1	6		7	
Being model					1				1				1			1	2	1	2	
Removing students from computers, providing awareness to environment.			1	1		1	2	2	5		2	2	1		2		3	6	5	
Making movies and video shows			3	3	1				1		1	1	1				1	4	2	
Organizing eco-trips			2	2							2	1	3						2	3
Regular removal of garbage in rural areas			1	1	1				1										2	
Total			2	1	1	5	9	9	9	3		7	2	9	9	2	3	1	49	23
			6	8					1										4	

As seen in Table 7, there are similar solutions for the problems both Turkish and Romanian schools participating in the research face in their own activities encountered during environmental awareness studies. Studies showing similarities in two countries; It is understood that parents training, making cooperation with local authorities and NGOs, modeling the students, preventing the students from spending much time on the computer and providing them with awareness, making movies and video shows, and organizing eco-trips. Besides these; In order to solve the problems encountered by the administrators and teachers participating in Romanian schools during their environmental awareness activities, It is seen that solution proposal is offered in the form of increasing curricular and extracurricular activities.

In the same way, it is aimed to solve the problems encountered by administrators and teachers who are participating in Turkey such as; Community education, implementation of recycling activities in every area, doing studies on change of consumption habits, Creating practice gardens in schools, organizing award-winning competitions, provision of regular recycling of garbage in rural areas.

At the beginning of the proposed views of the seven participants on the solution of environmental education problems in Romania is the increase of curricular and extracurricular activities. Later; The inclusion of the five participants indicates that parent training should be done and students spending too much time on the computer should be prevented. At the very beginning of the proposed views on the solution of environmental education problems by seven representatives from Turkey collaboration of local authorities and NGOs comes first.

It has been suggested by six participants that recycling activities should be carried out in every area, parent training should be done, studies should be made to change consumption habits, and students should be prevented from spending too much time on the computer.

Participants in Turkey seem to have more frequent recommendations for solutions to environmental education problems (49). It is understood that participants in Romania have a recurrence frequency of proposals for solutions to environmental problems 23. It can be said that the number of proposals of the senior participants in Turkey and Romania is higher.

Table 8. The Distribution of the Solutions of the Problems Seen in Environmental Awareness Studies According to Concepts and Skills

Categories	T	R	Concept	Attitude
	f	f		
Community education	5	-	Continuity of the Education	Shows behavior that is protecting the environment and the transferring it to future generations is the fact that it is a citizenship duty.
Collaboration with local authorities and NGOs	7	4		
Parent trainings	6	-		
Building practice gardens in schools	3	-		
Removing students from computers, providing awareness to environment	6	5		
Implementation of recycling activities in every area	6	-		
Organizing award-winning competitions	1	-		
Increasing the number of curricular and extracurricular activities.	-	7		
Being model	1	2		
Regular removal of garbage in rural areas	2	-		
Community education	5	-	Use of resources	Understanding that harming the environment is self-harm
Collaboration with local authorities and NGOs	7	4		
Parent trainings	6	-		
Doing studies for the change of consumption habits	6	-		
Removing students from computers, providing awareness to environment	6	5		
Implementation of recycling activities in every area	6	-		
Organizing award-winning competitions	1	-		
Increasing the number of curricular and extracurricular activities.	-	7		
Organizing eco-trips	2	3		
Being model	1	2		
Regular removal of garbage in rural areas	2	-		
Community education	5	-	Integrity of the environment	
Collaboration with local authorities and NGOs	7	4		

Parent trainings	6	-		Realizing that you are a
Doing studies for the change of consumption habits	6	-		whole with your living
Building practice gardens in schools	3	-		environment
Removing students from computers, providing awareness to environment	6	5		
Implementation of recycling activities in every area	6	-		
Organizing award-winning competitions	1	-		
Increasing the number of curricular and extracurricular activities.	-	7		
Organizing eco-trips	2	3		
Regular removal of garbage in rural areas	2	-		
Community education	5	-	Protection of	Seeing the mutual
Collaboration with local authorities and NGOs	7	4	nearby	interaction between
Parent trainings	6	-	environment	people and the
Doing studies for the change of consumption habits	6	-		environment
Building practice gardens in schools	3	-		
Removing students from computers, providing awareness to environment	6	5		
Organizing award-winning competitions				
Increasing the number of curricular and extracurricular activities.	1	-		
Being model	-	7		
Regular removal of garbage in rural areas	1	2		
Community education	5	-	Cultural	Discovering your own
Collaboration with local authorities and NGOs	7	4	environment	and others cultures and
Parent trainings	6	-		recognizing cultural
Removing students from computers, providing awareness to environment	6	5		differences or
Organizing award-winning competitions	1	-		similarities, and
Increasing the number of curricular and extracurricular activities.				protecting cultural
Being model	-	7		heritage.
	1	2		

As seen in Table 8, the proposed solutions for the problems encountered during environmental studies; Skills and related concepts, and the frequencies of their repetition are given. At the very beginning of the proposed views on the solution of environmental education problems in Romania; increasing the number of curricular and extracurricular educational activities, then comes green activities and ecology club activities. Yıldız (2006), in his study, found that the success of the class in which the new method is applied is higher than that of the class in which the classical method is applied, as a result of the training given by the new method based on cognitive development characteristics and multiple intelligence theory. It can be said that the Romanian administrators and teachers propose that the idea of increasing extra-curricular activities is practiced outside the classical methods and similar to the view of Yıldız. It is understood that the most frequent reconsideration among the proposals of the participants of Turkey is the cooperation between local authorities and the NGO. Cooperation studies with NGOs will be held in the context of extra-curricular activities, as well as views on the application of school gardening, animal feeding and plant breeding, sightseeing, nature excursions, projects, recycling studies (waste batteries, paper, glass, plastic), The participants have come to the conclusion that they become a side to the practices apart from the classical methods.

CONCLUSIONS AND RECOMMENDATIONS

This section includes, the results of the research on school administrations in Turkey and Romania on "A cross-cultural phenomenological approach to environmentally sensitive school principals".

Environmental education is given not as a separate course in both countries but linked with school subjects and as an interdisciplinary education. Turkey has been renewed in Life/Social Science education programs has been renewed by TTKB in Turkey and decided to implement "Nature and Environment" unit as an independent unit at primary school 1st, 2nd and 3rd grades from 2016-2017 education year on. In addition, "Secondary School Environment Education" course curriculum is also prepared.

There are similarities in studies done in Turkey and in Romania to increase environmental awareness in schools. Similar work of the two countries; narration, presentation, edification, informal extracurricular activities, movie shows, recycling activities (waste battery, paper, glass, plastic), parent training, sightseeing and collaboration with NGO's. Also at Romanian schools; Green activities, ecology clubs, projects, posters poems and essay writing activities are done. On the other hand at schools in Turkey; Waste oil decomposition activities, certain day and week activities, animal feeding and plant growing, modeling, exhibiting quotes related with environment care, and hiking are some of the activities realized.

It can be said that the most repetitive activities realized at schools in Turkey and Romania are the classical teaching methods of "expression, presentation, information". It points to the implementations in both countries on parent training activities for environmental awareness. Although the given number by the Turkish participants is higher. It can be said that sample implementations are close to each other. It can be said that the senior administrators and teachers in both countries have more activity/study samples.

The problems encountered during the environmental awareness studies showed similarities for the schools participated in this survey both in Turkey and Romania; Similar activities in both countries; these problems can be said as lack of students' attitudes towards pollution, lack of parents' support on environmental education, lack of material for environmental education, and computer addiction of the students keep them away from the events in the real World. In addition, prominent problems encountered during environmental awareness activities in Romanian schools; not increase the quality of the environment; wasted time in organized events, having difficulty in withdrawing students' interest and less good examples.

Environmental education problems in Turkey; lack of awareness, superficial activities, and Course schedules are not sufficient, another noteworthy problem is that there is no removal of garbage in rural areas. More problems expressed by the participants in Turkey (36), it is understood that the problems of Romania (31) are close to this. It is seen that problems are mostly caused by female participants in Romania and by female and male participants by in Turkey. It can be said that the percentage of problems repeated by senior participants seniority is similar.

It is seen that there are similarities in terms of solutions to solve the problems encountered during environmental awareness studies between the schools participating in the research from Romania and Turkey. It is understood that activities showing similarities in the two countries are; doing parents training activities, collaboration with local authorities and NGOs, modeling the students, preventing the students from spending too much time on the computer and ensuring them to pass that time by providing awareness to environmental consciousness, making movie and video shows and organizing eco-trips. Besides; In order to solve the problems encountered by the administrators and teachers of participating schools in Romania during their environmental awareness activities; It is seen that the proposed solution is to increase in-class and out-of-class activities.

In the same way, Turkey and the administrators and teachers participating in the implementation of solutions to the problems encountered. In the same way, to solve the problems encountered by the administrators and teachers of participating schools in Turkey during the implementation of the activities; doing community education, implementation of recycling activities in every field, studies on the change of consumption habits, building practice gardens in schools, arrangement of awarded competitions, regular removal of garbage in rural areas are some of the suggestions.

To solve environmental education problems; It is necessary to increase the number of curricular and extra-curricular activities, training parents, preventing students from spending much time on computers, collaborating with local authorities and NGOs, applying recycling activities in every field and changing consumption habits.

Increasing the number of curricular and extracurricular activities, paying attention at the environmental clubs' activities and preparing environmental management projects should be done carefully.

Preparing materials for environmental education in schools and taking into consideration environmental awareness related to each subject should take place.

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