

Environmental literacy of pre-service teachers of primary school and possibilities of its assessment

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Abstract

In recent decades, the environmental literacy and its output dimension, responsible environmental behavior represents an important construct, which is studied by a number of researchers from many countries. In this dissertation, firstly we introduce environmental literacy from a theoretical point of view, then the development of approaches to this construct as well as a review of research in past decades. In our own research, we initially sought for a suitable research instrument to be used to identify and measure selected aspects of environmental literacy among pre-service primary teachers. The research tool was found in a combination of Nature relatedness scale and Environmental Behavior scale, supplemented by data collection using concept mapping with the central concept of the greenhouse effect. The variables that affect various aspects of environmental literacy were found on a sample of more than five hundred of the respondents using this tool and its modifications. Higher values were found within the respondents who were engaged in regular environmentally-themed activities, respondents from villages up to 100 inhabitants and the older respondents. The nature relatedness has moderately positive effect on the responsible environmental behavior, cognitive component of environmental literacy does not have such influence. The international comparison showed lower results from the respondents from Slovakia in comparison with students from the Czech Republic and Turkey. Nature relatedness scale proved to be useful for measuring a particular element of the affective component of environmental literacy across countries, by contrast, Environmental behavior scale reached low psychometric results on all foreign respondents.

Keywords

environmental literacy, ISCED 1, nature relatedness, responsible environmental behavior, concept map