

Childhood Experiences of Filipino Environmentalists: A Guide for Developing Environmental Sensitivity

April Lou P. Recuenco

Introduction

The world has witnessed a period of unprecedented growth and development during the past decades and there is no indication that this sky-rocketing trend will come to a halt. In the Philippines, human activities have resulted in severe depletion of the finite natural resources, industrial pollution, and waste and toxic generation. Nowadays, severe climatic changes as a result of global warming are manifested by storms that have become gradually more vicious through the years. New vector-borne diseases have also emerged and species extinction has never been more widespread. These destructive phenomena have propelled environmentalists to promote environmental education (EE) through formal or conventional (traditional) learning approach.

According to Palmer (1998), formal programs in environmental education alone are not effective in educating the people on how to save the planet and they can be considered a waste of time and efforts since they do not succeed in educating the public for sustainable living.

Some environmentalists then suggested the 'informal' approach to environmental education (Gigliotti, 1990; Palmer & Suggate, 1998; and Tamir, 1990). Within this informal model are factors such as (a) communication and information that result from living and interacting in a particular locality or community, (b) different forms of media, and (c) events in one's life. The last factor, in particular, is what some researchers consider most influential and effective in teaching the concepts of environmental education (Phipps, 1998; Eagles & Demare, 1999).

It was observed that the majority of positive attitudes towards the environment are formed as a result of exposure to different events in life especially during childhood. As a matter of fact, some studies point out that when preschool children learn directly from life experiences in nature, they become sensitive to issues and ideas associated to the environment (Hsu & Roth, 1998; Bandura, 1986 and Cohen & Horm-Wingerd, 1993 as cited in Musser & Diamond, 1999). With these studies, Tanner and Handee (1996, cited in Palmer 1998) concluded that direct life experiences with nature during childhood can be a key factor in developing positive attitudes towards the environment.

Purposes of the Study

The study aimed to determine factors relating to the development of environmental sensitivity of some renowned Filipino environmentalists. Purposely, this study attempted to investigate their childhood experiences and identify the key factors that influenced them to choose an environment-oriented career during their adult years.

Specifically, the study sought to answer (1) which aspects of childhood experiences like life experiences with nature, people, education, negative experiences, membership in organizations, media, and others do Filipino environmentalists consider most influential in developing their environmental sensitivity; and (2) what suggestions and recommendations Filipino environmentalists can offer to effectively develop environmental sensitivity among the youth.

Methodology

This is a descriptive and qualitative study of the childhood experiences of selected Filipino environmentalists gathered through survey method, case study with semi-structured interview, and focus group discussion (FGD).

A total of 47 Filipino environmentalists were involved in the study. Thirty-nine (39) of them were initially selected for the

selected for the case study through nomination by the initial participants. For the focus group discussion (FGD), eight respondents from the Philippine Association of Tertiary Level Education Institutions for Environmental Protection and Management (PATLEPAM) were chosen through convenient sampling.

The participants were categorized according to their affiliation, either with a non-government organization (NGO), a government organization (GO), or the academe. Specifically, 15 participants came from the NGOs, 13 from the GOs, and 19 from the academe. The group was composed of 22 males and 25 females; their ages ranging from 29 to 81 years, with a mean age of 53.2 years.

All respondents are involved in one or more various environmental projects such as solid waste management, marine conservation, environmental education, reforestation, sustainable development, air pollution, environmental law, and the like. They also come from different fields, namely, education, politics, entertainment, medicine, or the arts. All have dedicated their time and talent towards the protection and conservation of the environment. As proof of this dedication, 64% of the participants have gained not only national but also international awards or citations.

The main instruments used for this study was a researcher-made survey questionnaire consisting of three parts. The first part gathers the basic demographic data from each participant. It includes a nomination part that served as reference for selecting prospective respondents for the case study. The second part is a Significant Childhood Experiences (SCE) checklist adopted from an instrument used by Wolf (2005). The last part is an open-ended questionnaire aimed at gathering in-depth and comprehensive insights regarding the respondents' answers in Part 2. For the FGD and the case study, interview questionnaires were used. Data from these interviews and conversations were documented using a tape recorder, and transcriptions of the lengthy accounts were made afterwards.

Results of the Study

On childhood factors that develop environmental sensitivity

Based on the survey, 28% of the respondents *strongly agree*, while 51% *agree*, that their childhood years were fundamentally influential in developing their environmental sensitivity. Most of them attributed this sensitivity to two or more childhood factors. Table 1 summarizes these factors.

Table 1. Childhood Factors that Develop Environmental Sensitivity

Factors	Sub-categories
a. Experiences in a natural environment	1. A valued childhood home or vacation place surrounded by rural landscape like forests, fields, mountains, lakes, seashore, and the like 2. Enjoyment of outdoor activities in rural settings, such as playing in the open fields, climbing trees, picking fruits, catching insects, or swimming in the river or along the seashore 3. Enjoyment of quiet outdoor activities such as site-seeing, hiking, or gardening 4. Fascination with the beauty and mystery of his/her surroundings
b. People	1. Pro-environmental values unconsciously learned from a family member through cleaning or taking care of home and/or yard, growing plants, and recycling materials 2. Exposure to natural settings by adults, especially by parents, grandparents, or relatives 3. Playing with childhood friends 4. Explicit comments about habitat destruction heard from parents.*
c. Education	1. Inspiring elementary or high school teachers 2. Formal coursework or extracurricular activities 3. School environment/surroundings* 4. School staff *
d. Negative experiences	1. Degradation of the quality of a childhood place 2. Observed pollution in the surroundings 3. Experience of frequent flood and other natural disasters 4. Witnessing migration of forest animals* 5. Fear of strangers in a valued place*
e. Membership in organizations	1. Involvement and membership in school clubs like scouting (Boy Scout and Girl Scout) 2. Membership in civic organizations like the Kabataang Barangay (now Sangguniang Kabataan or SK)
f. Media	Television, movies,* newspapers, and books
g. Others	Visits to municipal parks and zoos (man-made structure)

**new sub-categories unique to this study*

It is noteworthy that the main influences mentioned by the respondents further included sub-categories like enjoyment of outdoor activities for *experiences in a natural environment* and playing with childhood friends for *the people category*. These sub-categories were mentioned either in the survey, interview, or case study. Most of these factors are relatively similar to those of previous SLE studies conducted internationally since 1980.

However, some new sub-categories, those with asterisk, are factors unique only to this local study. They are (1) explicit comments about habitat destruction heard from parents, (2) watching movies (initiated by parent), (3) witnessing migration of forest animals, (4) fear of strangers in a valued

place, and (5) school environment/ surroundings and school staff.

In the context of the Philippine setting, this study is a first of its kind. The new subcategories that emerged in this study can be inferred as strongly linked to our unique local culture. Sub-categories 1 and 2 in the previous paragraph are influential factors that result from the Filipino culture of having very strong family ties. Sub-categories 3 and 4, on the other hand, reflect our natural tendency to be sentimental people. Lastly, sub-category 5 mirrors our high regard for the priceless value of education.

All the factors mentioned in Table 1 are then ranked according to frequency of mention, as shown in the next table below.

Table 2. Ranking of Childhood Factors

Factors	No of respondents (n=39)	Corresponding Percentage	Rank
Experiences in a Natural Environment	37	95%	1
People	27	69%	2.5
Education	27	69%	2.5
Membership in Organizations	25	64%	4
Negative Experiences	24	62%	5
Media	23	59%	6
Others	8	21%	7

The factor "Experiences in a Natural Environment" ranked first among all the factors cited. This means that this factor has the highest degree of influence on the surveyed environmentalists. The "Education" and "People" factors were tied at rank 2.5, while "Membership in Organizations," "Negative Experiences," and "Media" ranked fourth, fifth, and sixth, respectively. The succeeding paragraphs provide a short description of each category. Moreover, excerpts from personal stories shared by respondents, herein italicized, follow.

Experiences in a Natural Environment. This category emerged as the most influential among the childhood factors cited, with the sub-categories childhood place,

outdoor activities, and fascination with the natural environment. Ninety-two percent (92%) of the respondents stated that they were exposed to natural habitats or pristine environment during childhood (basically due to cultural orientation). They either grew up in rural places or were urban dwellers who regularly visited relatives in rural cities or provinces.

Of the 92%, majority enjoyed physical outdoor activities such as hiking, playing in the open fields, climbing trees and picking fruit, romping on the grass, and swimming in the river or sea. Others (3%) were exposed to more passive outdoor activities such as bird-watching, site-seeing, nature walks, or gardening.

From the FGD and case study interviews, the respondents narrated childhood times spent with nature. Here are some excerpts:

As a child, I had exposure to nature, having grown up in the province. I had the privilege to enjoy trekking to the farm, swimming in the river and eating fresh fruits and vegetables. I enjoyed climbing trees and curiously studying insects in the meadows and bushes. (S-14)

I am a son of a farmer. Thus, I grew up in a farm where I found a variety of life – birds, insects, spiders, fish etc. As I witnessed how we were dependent on Mother Nature for good rice harvest, and food (fish, frogs, snails, clams) from the river, ponds, and/or rice fields. I also witnessed how some species were dependent on each other – birds eat insects, spiders eat insects, big insects eat smaller insects, frogs eat insects and snakes eat frogs or big insects or rats, people eat fish, frogs, etc. (S-42)

When I was in the province, I loved to go to the river, to the beach, to the field, etc. I was already fascinated by the beauty of my surroundings. (S-1)

The “experiences in a natural environment” category has also been the primary influence mentioned by other environmentalists in previous SLE studies. (Peterson, 1982; Votaw, 1983; Peters Grant, 1986; James, 1993; Palmer, 1998; Chawla, 1999; Sward, 1999). The results of different international studies and this local one confirm the idea of Tanner who pioneered the SLE study 29 years ago. He stated that “the development of environmental sensitivity appears to result from an individual’s persistent contact with a relatively pristine environment at an early age...”.

Indeed, despite many strategies being practiced within the formal programs of environmental education, exposure to the natural environment has been proven to be the most influential in developing environmental sensitivity.

People. This category ranked next, along with “education.” The role of people as a factor in awakening and fostering responsible environmental behavior is consistently mentioned, like in other SLE studies done before. Parents, especially fathers, served as formative role models, and thus were most frequently mentioned.

Grandparents and childhood friends likewise played a relatively similar role, but to a lesser extent. Other relatives such as aunts and uncles were more frequently indicated in this present study than in previous international SLE studies. This involvement of other family members, like grandparents, aunts and uncles, in modeling environmental sensitivity simply mirrors the strong family ties unique to the Filipino culture.

Based on the survey, 69% agreed that they value their parents’ involvement in environment-friendly activities. This ranged from simple household chores (*e.g.*, cleaning the home/yard) to explicit comments regarding habitat destruction in their community. Common reminders from parents like cleaning the room was somehow regarded as a way of teaching cleanliness. This habit gradually and unconsciously inculcated caring for the environment. On the other hand, 41% believe that parents fall short as far as awakening their positive outlook on environmental matters is concerned.

Among the respondents who had experiences in a natural environment, more than 80% spent time with family members, 40% with childhood friends, and 20% with a combination of both. These observations conform with the study by Chawla (1998c), which suggests that positive outdoor experiences combined with positive role models can develop environmental sensitivity.

Next page are interesting stories about parents and close family members who shared enthusiasm in exploring the natural world with some of the respondent environmentalists:

My father used to go to the farm every weekend. In many of these occasions we (children) went with him. We were taught how to plant/harvest rice, make paddies for fish culture and catch fish when they were bigger. In high school, I studied in a polytechnic college located in a barrio surrounded with mountains and greenery. My friends would love to walk home every Friday afternoon or Saturday morning rather than take a ride (about 7 km away from the town). My childhood years were spent near a riverbank, we went there to swim, catch shrimps and many others! (S-11)

My parents' attitude towards cleanliness and a healthy environment influenced my concern for the environment, i.e., the right way of eating, cleaning, etc. This developed through the years till the present. (S-37)

When I was young my parents were so strict. They were not involved in environmental activities but they would say 'Clean! Keep your room clean.' They always reminded us to clean our rooms. They would ask us to help clean the house and the garden. I also had a lola who would ask us to put fertilizer in all the plants. (S-29)

Certainly, little children learn from direct experience and from observation of others as can be interpreted from the stories above. People, especially family, served as role models from whom children informally learned to develop pro-environmental attitudes. The beliefs and associated behaviors of these role models had significant effect on the development of their children's belief and behaviors (Musser & Diamond, 1999).

Education. "Education" ranked the same as "people" category. Sixty-four percent (64%) of the respondents stated that school factors in the form of inspiring teachers and staff, school subjects, undergraduate thesis, community immersions, and other extracurricular school activities helped them understand and appreciate nature. These can be inferred from the following accounts:

I had a chemistry teacher who would start the lessons with reference to what he observed in the surroundings. That got me interested in science and increased my curiosity about the environment. (S-11)

There was a teacher who really inspired me to love nature. She read poems aloud. I remember because she used to recite those poems beautifully and I just listened. (S-19)

I had a grade school science teacher who made me appreciate nature. (But) the greatest influence was my high school biology teacher who took us on interesting field trips. (S-6)

I like practical arts as a subject, which includes gardening and recycling. (S-7)

... I was also influenced by my formal education, having graduated from UPLB-CF with a degree in Bachelor of Science in Forestry in 1966. (S-42)

I finished the course BSE Chemistry at UST, and my undergraduate thesis was about metal analysis so that's already environmental.... (F-7)

Accordingly, school environment also played an important role in unconsciously developing environmental sensitivity. In urban areas where there is lack of open spaces or greeneries to play in, the school surroundings offer a place for amusement to children. Sloping hills, man-made creeks, and fruit trees serve as play spots. As concluded by Shepardson (2005), students understood the meaning of environment from a very limited ecological perspective, but educational experiences in the school - inside or outside of the classroom - expand student's views about the environment. This implies that, although the "education" category did not top the list of influence in this study, school/education still performs a significant role among children in developing their environmental sensitivity.

Membership in Organizations. This category usually ranks fifth in international SLE researches. In this study, however, "membership in organizations" ranked fourth. Membership to Boy or Girl Scouting movements was usually mentioned. As a matter of fact, 61% of the respondents admitted to have joined scouting activities when they were school children. Scouting, which was established in the Philippines in 1914, was the only national school-based organization that encourages pro-environment activities then. Other environment-oriented school clubs or organizations were still non-existent during the childhood years of the surveyed respondents. Civic organizations in communities, like the Kabataang Barangay (now Sangguniang Kabataan or SK), also played a significant role on some respondents' awakening during their adolescent years. The following are excerpts about their membership in organizations:

My scouting (especially camping) contributed greatly in developing my love for nature and concern for environmental protection. (S-6)

In school, I was also an active Girl Scout where I was able to experience outdoor camping activities which provided me with the experience of "living in the wild". (S-27)

The factors that influenced me in my childhood years is my education and joining the 4H club and the Girl Scouts where field trips are conducted... (S-35)

When I studied in primary (school) here in the city, I joined some organizations like scouting and Kabataang Barangay when I was in high school. These made me participate actively in community activities like planting vacant lots with vegetables, cleaning drives, etc. (S-1)

Negative Experiences. "Negative experiences" during childhood ranked fifth as a factor that contributes to environmental sensitivity and concern. Other environmentalists, however, experienced this category during their adult years.

These experiences took several forms like (1) degradation of the quality of a memorable childhood place, (2) migration of forest animals, (3) fear of strangers in a valued place, (4) pollution in the surroundings, and (5) experience of frequent flooding in their own localities.

Some of the stories that illustrated negative experiences are the following:

Yes, I grew up playing, making friends, and enjoying nature in rice paddies of San Fernando, Pampanga. Unfortunately, I lost this when the North Expressway and the Olongapo-Gapan road were built. (S-33)

In August 1967, we moved to Cabagan, Isabela. Cabagan is traversed by Cagayan River where we enjoyed swimming. In the late 70's, there was a severe erosion in Cabagan and many people (including some of my close relatives) were displaced. Currently, the Cagayan River is under threat due to siltation. There are also some piggeries constructed near the river. The slaughterhouse of the town is near the river. (S-30)

I am a son of a farmer. Thus, I grew up in a farm where you can find a variety of life... Unfortunately, I also witnessed how the modern day farming, with the use of chemical fertilizers and insecticides kill most of the beneficial insects, fish, frogs, and spiders thus disrupting the crucial food chain. This was aggravated by the destruction of our forests due to illegal logging/cutting of trees, forestland conversion which resulted in the siltation and drying of rivers and ultimately the non-irrigation of once considered rich rice fields. (S-42)

Bata pa lang ako naririnig ko na 'yung about logging na may mga yellow trucks, tuwing gabi lang sila dumadaan napansin ko (this refers to illegal logging activities)... kung saan saan sila nanggagaling. Kaya alam ko na 'yung istorya nung logging. Sinasabi ko at naririnig ko rin sa family ko, "Bakit nandito 'yong mga hindi taga-Palanan?"... (I was still very young

when I heard stories and actually saw big yellow trucks passing by our area every night. They came from different places. That's why I'm already familiar about logging. We as a family react asking "Why are there strangers here in Palanan?" (F-7)

I was born in Palawan - one of the remaining green frontiers of this nation. Part of my regular regimen as a child was spending weekends at our farm. We used to swim in a nearby river with clear sparkling waters, you could see the colorful pebbles and stones underneath and catch small crabs and shrimps with bare hands. Today, this river is gone. The remaining water is murky and muddy with traces of substances from the Palawan Quicksilver Mines (long closed and exhausted of value). The virgin forest at the back of our property (rich in hardwood and medicinal plants) has been logged by local sawmill operators. This for me was a traumatic experience. Since then, I became an environmental advocate, hoping to save what remains of our natural environment so that my grandchildren could experience the same pleasures I enjoyed as a child living and playing in green mansions. (S-17)

Although 62% of the respondents mentioned that "negative experiences" was one of their influences during childhood, the degree of how this factor affected the respondents differed. More than half of them pointed out that much of these negative events were continuously experienced until their adult years. Negative experiences, like rampant cutting of trees, excessive erosion, unnecessary dumping of waste, severe pollution and global warming did not merely taught them to be sensitive but it propelled them into action as well.

Considering the different environmental disasters that have been experienced lately, it is unfortunate to think that it may be necessary to suffer from natural calamities first before we learn to be sensitive and start taking care of the environment.

Media. Media, which includes television, movies, and books, ranked sixth in this study. Fifty-nine percent (59%) of the respondents mentioned media. Those who did not consider media to be influential reasoned that years ago, television sets were very few and there was hardly any concern about the environment yet. Even in terms of printed material such as books or magazines, the topic about the environment, according to them, never really came about until the '90s.

Some of the accounts on how the media contributed to awareness about environmental concerns are as follows:

As a child, I always had the inherent interest in animals, initially in domestic pets such as dogs and cats. My mother, who has encouraged us to read particularly during summer vacations, bought a lot of books about everything. Thus, reading encyclopedias and other references has opened my consciousness to a world bigger than my existing one. Thus, my awareness about endangered species and other ecosystems increased which led me to know more about them... (S-27)

The first time that I got involved in environmentalism was when a friend brought me to a forum where they showed a film on the role of trees in water sheds. From there I learned that trees stored water down to the aquifers, fed the lakes and other water bodies. Actually we owe our fresh water to the trees. That was my first time awakening... Until another film was an eye opener. My husband was assigned to China as manager of a joint venture. He wanted me with him. I stayed there for two years, I was alone most of the time in the hotel and my constant companion was the TV. I would watch documentaries. I always enjoy watching documentaries rather than telenovelas. I was able to look at a lot of environmental documentaries. There was one about the Philippines, about the pesticides damaging our soil. Oh! I was agasped. Then there was the Rio summit. When it was held, we were in China. It looked like we had a ringside seat to the summit. I listened even if I was eating

my lunch in front of the TV just to watch the goings on. I said to myself, "When I get back to the Philippines I will really work for the environment..." (S-19)

The different childhood experiences of the respondents discussed above are what researchers describe as the "initial unconscious involvement with the environment." As the respondents became grown-ups, other chance events developed their environmental sensitivity from passive involvement into active participation. These adult influences are work, concern for the next generation, religious reason, and midlife crisis. The idea from this local pioneering study matches that of the famous one declared by Chawla (1999) in his paper. He generalized that the reconstruction of environmental histories are usually charac-

terized by a combination of both continuity and chance. These are unexpected opportunities to be called for environmental work combined with constant exposure to different pro-nature influences since childhood.

On the implication to teaching/developing environmental sensitivity. Considering the influences mentioned by the respondents in this study, the following suggestions are herein offered to teacher-educators who want to effectively develop environmental sensitivity among students.

According to them, to be truly effective, an environmental educator must improve on two aspects of their lives: (a) personal, and (b) professional. Table 3 summarizes these suggestions and their frequency of mention by the respondents.

Table 3. Suggestions/Recommendations to Environmental Educators for Effective Development of Environmental Sensitivity

Suggestions/Recommendations	Number of Mention
A. Personal Aspect	
1. Lead by example	7
2. Be informed	5
3. Speak with passion	4
4. Have faith	2
5. Prepare to be frustrated	2
6. Others	
Personally learn to love the environment	
Learn to be critical	
Attend teacher training programs	
B. Professional Aspect	
1. Expose students outdoors (pristine or degraded environment)	28
2. Provide good and honest information	15
3. Integrate EE through structured learning activities	9
4. Use eco-spirituality or affective methods	6
5. Use different forms of media	4
6. Involve the family, parents especially	3
7. Organize and encourage students to join eco-friendly clubs	2
8. Invite resource persons	2
9. Provide appropriate information at the right age	2
Others	
Be resourceful and innovative	
Use colorful visuals	
Use practical methods in teaching (actual examples)	
Make it simple (use stories)	

According to the respondents, "unlike other professions, teaching involves both the mind and the heart. This is all the more true if one is to teach environmental education." Therefore, it is very essential to give teachers pieces of advice that deal primarily with the aspect of the educator's life.

On Personal Development

Leading by example is the most frequent advice mentioned by the respondents. Different phrases like "practice what you preach," "walk your talk," "set an example through your lifestyle," "be a role model," or "personally love the environment first" were separately stated, but all implied the same meaning. The environmentalists strongly stressed the value of being true to one's self by first putting into practice what one has to impart to others.

Staying well-informed can be achieved by doing lots of reading, personal researches, and attending teacher-training workshops in order to equip teachers with enough knowledge about our environment.

Speaking with passion is best put in the words of one environmentalist who said that, "values are not only taught but caught. If the students see that you are emotionally committed to the values of your advocacy, this will rub off on them and eventually influence them".

Being prepared to get frustrated is clearly elaborated by some environmentalists. According to them, the fight for the sake of Mother Nature is a very challenging task; one will meet and argue with lots of people who are ignorant of the urgency and need of taking care of the environment.

Having faith and continuing to do what has been started entail perseverance, for, as stated by one respondent, "there's so much to do, in so little time, yet (with) so few hands."

On Professional Development

Exposing students outdoors, either in a pristine or a degraded environment, makes students realize the priceless value of a beautiful environment. Experiential learning like immersion, environmental scan, and nature trips are some of the best ways to teach EE.

Providing good and honest information is a challenge for teachers to be resourceful and innovative in preparing lessons in EE, considering that the task is the cornerstone of every teaching-learning experience. Proper planning on how to integrate EE in all aspects of the school curriculum is a key factor that was recommended. Many environmentalists also suggested teaching EE at a very young age.

Teaching through *eco-spirituality* draws attention to the idea of equal creation and interrelatedness of all living and nonliving things. As one respondent stressed, "if students can perceive that all things were created equal, then, human beings are not masters but instead stewards of God's creation. The respect for all living things will follow which will be their foundation to become deeply concerned for the environment."

Involving significant people in the institution like the school principal or chairman of the environmental committee usually takes place at the onset. Environmental projects, just like any other intramural activities, traditionally start with the motivation from or at least the approval by administrators who usually possess supervisory authority.

Other recommendations the respondents found effective in teaching EE include: inviting resource persons; organizing and encouraging students to join eco-friendly clubs; and using multi-media equipment for film viewing.

Conclusion

The results of this study showed that different childhood influences (experiences in a natural environment, people, education, membership in organization, negative experiences, media and others) develop environmental sensitivity. Likewise, this sensitivity is later transformed into concern and action by other formative circumstances. Childhood experiences, therefore, may serve to determine the likelihood that a person will pursue an environment-oriented career.

Consequently, it is imperative that students should be exposed to or otherwise be made to experience the different factors or influences previously mentioned. The school, a proven haven for values transformation, should at all times be a launching pad that encourages students to learn and practice proper environmental behavior. Students should be made to realize that the world needs environmentalists to continuously sow the seeds of ideas and attitudes that can ultimately save the ailing earth. It should be pointed out, however, that those who are not keen on pursuing such an environment-oriented career are still duty-bound to be dedicated stewards of nature by simply preserving the inculcated attitudes that could guarantee the growth of the environmentalists' labor.

Furthermore, teachers should facilitate both the process of learning the right attitudes towards the environment and the corresponding challenge to put into action such attitudes to effectively teach environmental education to students.

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