

DIMENSIONS OF ENVIRONMENTAL PERCEPTION AND  
ITS RELATION TO FAMILY CULTURAL BACKGROUND  
AMONG A SAMPLE OF AGRICULTURAL SECONDARY  
SCHOOL STUDENTS

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**ABSTRACT**

This study examines the relationship between dimensions of environmental perception and family cultural background of students on the agricultural secondary school. The subjects of the study were 237 males living in Sohag City, Egypt. This sample was drawn from three distinct subpopulations to ensure a range ( a level ) of family cultural backgrounds, high, middle, and low level. The subjects of high and low levels were presented with a battery of environmental perception scales and a scale of Egyptian familial culture, Results indicated that there were significant relationships between each of the seven dimensions of environmental perception and family cultural background of the students. There are also significant differences at level. 01 (high) between environmental perceptions of students who have high levels and perceptions of students who have low levels ( see tables 1 and 2 ). The familial cultural level plays an important role in this concept. Generally, the

results showed that almost all of the Egyptian students in the agricultural secondary school are self-motivated to participate in programs that play an important role in learning a correct environmental behavior and how they improve the environment. ( two tables are included, and 34 references are attached.) (FIY).

#### INTRODUCTION

In every age in these times, there is a case which dominates and captivates the scientist's mind. It compels them to think and search for suitable solutions. (Sweet, George, 1989; Talat, Mansour, 1985). The case of our present time specifies the first important element in the universe which is the human being. The research which I would like to discuss concerns the relationship between dimensions of environmental perception and family cultural background among a sample of agricultural secondary school students in Sohag City, Egypt.

It should be noted at the outset that the term perception is used here in a relative unrestrictive fashion, as it generally has been in environmental psychology and related disciplines (Ittelson, W., 1973; Pro Shansky, H., Ittelson, W., & Rivlin, L. G., 1976). In general, it can be referred to the collective impressions that individuals form of environmental settings, including

both the connotative and denotative associations that they derive from the cognitive-perceptual and social processes that are inextricably tied to their daily functioning in the environment.

The study of environmental perception has been a central focus of research concerning human behavior and the sociophysical environment (Searinen, T. F., 1976; Stokols, D., 1978). A vigorous body of research has led to significant advances in knowledge of such facets of environmental perception as spatial cognition (Evans, G. W., 1980; Feimer, N. R., 1979; Sweet, G., 1989), the perceptions of environmental hazards (Burton, I., Cates, R. W., & White, G. F., 1978; Searinen, T. F., 1976), environmental aesthetics and the perception of salient characteristics of institutional settings (Payne, R. & Pugh, D. S., 1976; Stern, G. G., 1970) such as psychiatric wards, educational settings, and business organizations. Appropriately, much of this research has addressed itself to communalities in environmental perception—that is, the specification of environmental features which are readily identified and attended to by individuals in the course of normal interaction within the environment. However, a growing body of research suggests that systematic individual differences in construing of environmental conditions are discernable and may be important in the determination of behavior (Moore, G. T., 1979; Payne, R. & Pugh, D.S. 1976 ).

Although it seems clear that individuals vary in their perception of environmental characteristics and rating, there is little agreement concerning the major sources of variation. Family cultural background or familial cultural level and some social variables are often suggested as influential in determining variations in environmental perception (Pervin, L. A., 1977; Searinen, T. F., 1969). But, to this date, evidence concerning the effects of family cultural background is fragmentary and inconclusive. However, the implications of the possibility of such effects are significant, particularly in applied contexts such as environmental planning and design. Such a recognition requires, in essence, the establishment of a significant data base concerning individual differences within potential user populations as a basis for optimizing environments, and clearly limits the general utility of individual designs as well. The question of the incremental validity of family cultural background or familial cultural level is particularly important since information concerning the former class of variables is generally attainable only at considerable effort and expense.

Within the context of the foregoing comments, the goals of the current study were threefold: (1) identify salient, or at least reasonable dimensions characterizing variations in environmental

perception, (2) assess the magnitude of the relationship between the dimensions of environmental perception and family cultural background; and (3) this study aims to draw attention to how the Egyptian students use their environmental elements and to suggest some implications for solving the problems of the environment in Egypt.

### THEORETICAL BACKGROUND OF THE RESEARCH

Particular educational and cultural environments, especially the domestic cultural environment and the connected aesthetic values, morality, social, economic, religious, and specified customs, traditions and behavior forms will affect the individual and exaggerate strong effects. These factors make them different in their perception to one thing or problem according to their different and distinctive educational and cultural background from their family (Herman & Siegel, 1978; Siegel & Schadler, 1977).

The domestic culture plays an important part in constructing the environmental behavior aspect for humans, and in creating situations for different environments, as well as keeping the environment and protecting it in its natural composition (Widmar, R., 1983).

All these things encourage the researcher to hold such studies to investigate the correct

relationship between environmental perception or geographic environment and family cultural background among the sample of students of agricultural secondary schools in Sohag City, Egypt. The importance of the research in this study relates to the ability to use every environmental element in the universe, i.e. the human being. This is called environmental perception, especially for students because of their agricultural education. It is connected with the definition of sciences of environment such as agriculture, population problems food, water, and environment pollution, etc. These elements have a great effect on the composition of experience and information due to personal changes. They also help increase the environmental perception and construct the activities, behavioral directions which are necessary for perception of the environment and understanding its many problems and opposing it in the right way.

The environmental perception is connected with the exchange efficient between man and environment, the complete understanding for the environmental perception or geographical perception and its limitation connected with the non-existence of the separation between the individual experience, "the environmental knowledge and environment construction ( Fisher, J. & others, 1984; Synodinos, N. E., 1990).

Proshansky, H. et al., (1976) explored the

psychologists beginning of the environmental perception and the environment, known as two separate fields of study. But the psychology of the modern environment came to use in these two terms of understanding Each of them can replace each other .

We must make a distinction between the meaning of traditional perception and environmental perception. Ahmed Zaky Saleh (1983) limited the first idea of what we perceive to a psychological factor, which is in fact an independent factor of the human element in the environmental field.

The complete understanding of the environment perception (Searinen, 1976) limited the direct perception of the environment, but the traditional perception of the environment is the perception of the outside environment. This is the task of the various psychological processes.

According to the quality of the environmental perception or geographical perception, Fisher, J. & others (1984), there are three qualities which are: (1) man perceives the existence of things in the environment; but does he look at it in one angle but discovers the environment in various dimensions by a feeling process, (2) the environment includes the information and knowledge which is not wholly understood at the same time. So we choose what we

understand and explain the chosen which is made according to our personality, aims and values,(3) quality of the environment perception involves the activities which the man makes, and through it he can perceive this environment with its constructions, and how it is used to face his needs and aims with relation to our human activities which are usually affected by our research about the meaning and our feeling of how to estimate the environment (Fisher, J. & others, 1984).

And what is related with dimensions of environmental perception?

- Ittelson, W. K. & others (1974) limited it to three dimensions which are the: Knowing dimension, values dimension, and the dimension of effect.
- Pederson, D. (1978) defined it in four dimensions which are evaluation dimension, spiritual dimension, activity dimension and aesthetical dimension.

#### THE PROBLEM OF THE RESEARCH

According to the theoretical form and through related studies, the problem of this research was limited to the following questions:

- 1- Is there a relationship between the perception of environmental problems of students in the agricultural secondary schools ( and the family cultural background)?
- 2- Are there significant differences between

environmental perceptions of students who have high familial cultural levels and environmental perception of students who have low levels? and

- 3- To discover the extent of the effects of studying the agriculture subjects and the environment on the construction of psychological and environmental attitudes and on the range of understanding the environment and its correct perception (realization) which leads to improvement and protection from deterioration. This aim can be realized through the environmental rating of the students of the agricultural secondary schools.

#### THE PURPOSE OF THE RESEARCH

The study has theoretical and practical aims. These aims are limited to the following:

- 1- The scientific study for discovering the nature of the relation between the family cultural background and individual differences in environmental perception as it is measured with the environmental perception scales (prepared by Fawzy I. Yousif. 1992).

- 2- It aims to find out the differences; if there are any. between the students who have high familial cultural level and those who have a low familial cultural, level, in environmental perception and its dimensions which are measured by the environmental perception scales.

3- Our understanding of the student's ability of perception, knowing the environment and its improvement and the variables which are connected with this ability, and lead to constructing the cultural programs and the direction of other programs that help in the construction of the effective human behavior and a correct individual perception, which leads to the involvement of the behavioral applications which are needed to develop and improve the environment and treat features of the environmental degradation, which most of the world's countries suffer from (Fawzy I. Yousif, 1982).

#### RESEARCH HYPOTHESES

In the view of the theoretical research and the previous studies and out of the curiosity which was stimulated by the study and according to the nature of the research and its changes and accomplishing the main aims of the research. the researcher creates the hypotheses of his studies as follows:

- 1- There is a positive relationship between the family cultural background of the students of the agricultural secondary schools and their environmental perception (the realization of the cases and problems of the environment).
  
- 2- There are some significant differences between the environmental perception of the students who

have high family cultural background and the environmental perception of the students who have low family cultural background.

3- The environmental perception has been measured by the "list" of the rating of the environmental cases and problems which are used in the present study.

#### **RESEARCH PROCEDURES:**

Subjects sample: the subjects of the present study were 237 students from an agricultural secondary school, at sohag, Sohag governorate , Egypt, learning agricultural and environmental sciences. All of the students were selected randomly from the second year of study (\* 51 students were from high cultural levels, 57 from the low cultural levels). Their ages ( of the complete sample of examined students ) are between 16-18 years old (the mean about 16.42) and the standard deviation about 1.02. All the subjects are males.

The researcher desired the achievement of experimental control of circumstances of some of the variables or other possible factors which affect the results of the research such as general intelligence, and the socioeconomic variable

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\* They were selected according to the Family Culture Scale in Egypt (prepared by Sayed Sobhey, 1976).

### STATISTICAL ANALYSIS

This study depended on the following statistics: Means, standard deviations, percentage, coefficient correlation and t-test.

### SUMMARY OF RESULTS AND IMPLICATIONS

#### 1- First Hypothesis

The research proved that there is a significant positive relationship between the family cultural background and students' perceptions of the environment cases, problems and its eight dimensions (see these results in table<sup>(\*)</sup> 1). This result agrees with some related studies and agrees with the theoretical background of this research.

#### 2- Second Hypothesis

The results showed that there are significant differences between the average of the scores of the high cultural family and the average of the scores of the low cultural family for the sake of the first group for the ability to perceive the environmental cases and problems through seven dimensions "in the list of rating the students towards the cases and problems of the environment". The results are shown in table<sup>(\*\*)</sup> 2.

#### 3- Third Hypothesis

According to the results in the first

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\* See the Appendix A (Page 21).

\*\* See the Appendix B (Page 22).

hypothesis and through measuring the student attitudes toward participation in solving the environmental problems and their habits and activities. We can say that the environmental perception has been measured by the list of rating at the environmental cases and problems which are used in the present study.

#### CONCLUSION

The dimensions of environmental perception and their correlation with Family Cultural Background among the students of this agricultural secondary school in Egypt is the subject of this investigation. The perception instrument, considered here, resulted in seven dimensions which were labeled as knowledge dimension, effective style toward environment, moral dimension, valuable dimension, activity dimension, aesthetical dimension, and evaluation dimension.

This research has yielded significant correlations between the dimensions of environmental perception and family cultural background, Also, there are significant differences between perceptions of students who have a high familial cultural level and perceptions of students who have a low familial cultural level ( for the sake of the first group ).

Although most subjects who have high familial

cultural level expressed an interest in environmental rating, few of the interested students have tried to participate in the program of development and validation of the environment. This result may be caused by individual interests, culture, characteristics of the perceptual process, and the materials situation.

### IMPLICATIONS

The results indicated that the environmental perception was related to the family cultural background of the students. This date ( research ) was conducted to draw attention to how the adolescents ( students of agricultural secondary schools ) use their environmental elements and to suggest some implications for rating and solving the problems of the environment in Egypt. If educators, environmental psychologists, political scientists, and the government want students to increase their environmental knowledge and their perception, then they must do the following:

1- Provide more opportunities for students to participate in out-of-school activities that play a role in learning environmental behavior and understanding its problem solving.

2- Understanding the students, abilities of perception and cognition of the environment, and creating the cultural and directive programs that help in the construction of the effective human

behavior and the right individual (personal ) perception of the environment which leads to involvement of the behavioral applications which are needed to develop and improve the environment and treat some features of the environmental degeneration which most of the world's countries suffer from.

3- Neither residential land uses nor natural areas emerge as unique clusters, so the use of the land itself is part of the implicit categorization. Therefore, the family cultural background plays an important role in this concept.

4- The arrangement of elements in space is a central factor for human environmental preference. The studies reviewed here are quite obviously instances of research. Participation permits the influence of regional, cultural and other more local factors to modulate these outlines, adds a contribution of welcome distinctiveness. So the interference of the troublesome environmental pollution problems could be futurally put in concern.

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Appendix (A)

Table 1  
Correlation Coefficients Showing Relationships Between Family Cultural Background and Dimensions of Environmental Perception

Variables (The Dimensions of Environmental Perception)	Correlation (n = 237)
1- Knowledge dimension	0.43**
2- Effective style (effective compulsive attitude towards the environment)	0.15*
3- Moral dimension	0.68**
4- Valuable dimension	0.36**
5- Activity dimension	0.70**
6- Aesthetical dimension	0.34**
7- Evaluation dimension	0.51**
8- The general perception of the environment (total scores of the seven dimensions perception)	0.47**

\*\* Significant at the .01 level of confidence  
\* Significant at the .05 level of confidence

## Appendix (B)

Table 2

Family Cultural Background Differences in  
Dimensions of Environmental Perception

Variables (The Dimensions of Environmental Perception )	High (51)		Low (57)		DF	T	Signif icance
	M	SD	M.	SD			
1- Knowledge dimension	9.03	2.1	5.9	1.8	106	10.4	.01 H
2- Effective style toward the environment	7.5	1.05	4.7	1.2	106	12.7	.01 H
3- Moral dimension	8.06	1.3	7.9	1.2	106	0.66	NSD
4- Valuable dimension	8.1	1.07	7.6	1.04	106	2.4	.05 H
5- Activity dimension	7.2	1.2	5.4	1.15	106	7.9	.01 H
6- Aesthetical dimen- sion	8.05	1.3	4.9	1.2	106	12.96	.01 H
7- Evaluation dimension	7.1	1.09	6.6	1.1	106	2.13	.05 H
8- Total scores of the seven dimensions, perception	55.1	6.7	43.2	5.9	106	9.73	.01 H

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ملخص بحث باللغة الانجليزية بعنوان :

DIMENSIONS OF ENVIRONMENTAL PERCEPTION AND  
IT'S RELATION TO FAMILY CULTURAL BACKGROUND  
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SCHOOL STUDENTS

" أبعاد الإدراك البيئي وعلاقتها بالخلفية الثقافية  
الأسرية لدى عينة من طلاب المدارس الثانوية الزراعية  
بمحافظة سوهاج "

اعداد

الدكتور / فوزى ابراهيم يوسف

استاذ مساعد بقسم علم النفس التربوي

بكلية التربية بسوهاج - جامعة أسيوط

الهدف من البحث :

- يسعى هذا البحث الى تحقيق الأهداف التالية :-
- (١) تحديد الابعاد المختلفة لمكونات الإدراك البيئي كما تقيسها قائمة تقدير البيئة وقضاياها والمستخدمة في هذه الدراسة .
  - (٢) التعرف على حقيقة العلاقة بين المستوى الثقافي الاسرى للفرد وبين ادراكه البيئي وبصورة أخرى بين الخلفية الثقافية الاسرية للفرد وقدرته على ادراك قضايا البيئة ومشكلاتها .
  - (٣) التعرف على الفروق الواضحة بين مجموعة الطلاب ذوى المستوى الثقافى الاسرى المرتفع وبين مجموعة الطلاب ذوى المستوى الثقافى الاسرى المنخفض وذلك على ابعاد مقياس التقدير البيئى المستخدم فى هذه الدراسة .
  - (٤) توجيه انتباه الطلاب والمسؤولين والأفراد جميعا الى بعض التطبيقات العملية الهامة فى هذا المجال بما يسهم فى حل مشكلات البيئة وتحسينها والوصول بها الى المستوى الافضل Human - Environment Optimization وهو هدف هام تسعى اليه جميع الأمم والشعوب فى عصرنا الحالى .

### مشكلة البحث :

عرض الباحث أطارا نظريا لدراسته الحالية تناول من خلاله مجموعة البحوث والدراسات التي اجريت في هذا الصدد حتى مطلع التسعينات وما تعاني منه هذه البحوث من قصور فسي وضع تصور لابعاد الادراك البيئي فسي علاقتها ببعض المتغيرات المرتبطة بهذا الموضوع ومنها الخلفية الثقافية الاسرية للفرد وفي ضول ماكشفت عنه هذه الدراسات واستبصارا بآراء الخبراء والعلماء في هذا المجال استطاع الباحث أن يحدد مشكلة بحثه الحالي فسي التساؤلات التالية :-

- (١) هل هناك علاقة بين الادراك البيئي بابعاده المختلفة ( كما يقاس بقائمة التقدير البيئي لقضايا البيئة ومشكلاتها ) وبين المستوى الثقافي الاسرى لطلاب المدارس الثانوية الزراعية .
- (٢) هل توجد اختلافات واضحة أو جوهرية بين الطلاب في المستويات الثقافية المتباينة وذلك في ادراكهم البيئي ومعلوماتهم البيئية .
- (٣) ما مدى تأثير " دراسة العلوم الزراعية والبيئية " في تكوين الاتجاهات النفسية البيئية وفي تفهم الطلاب لقضايا البيئة ومشكلاتها وايضا في ادراكها ادراكا صحيحا يسهم في النهوض بها وحمايتها من التدهور وتتم الاجابة على هذا التساؤل من خلال طبيعة استجابات الطلاب المبحوثين ( طلاب المدارس الثانوية الزراعية والذين يتلقون علوما زراعية وبيئية في دراستهم ) وطبيعة ادراكهم البيئي كما يقاس بالاداة المستخدمة في هذه الدراسة .

### فروض البحث :

في ضوء الاطار النظري للبحث والدراسات السابقة ومن خلال التساؤلات التي اثارتها الدراسة وطبقا لطبيعة البحث ومتغيراته واهدافه ، صاغ الباحث فروض دراسته على النحو التالي :-

- (١) توجد علاقة ارتباطية موجبة بين المستوى الثقافي الاسرى لطلاب المدارس الثانوية الزراعية ، وبين ادراكهم البيئي ( تقدير قضايا البيئة ومشكلاتها ) .

(٢) توجد فروق دالة احصائيا بين متوسط درجات طلاب المستوى الثقافى الاسرى المرتفع ، ومتوسط درجات طلاب المستوى الثقافى الاسرى المنخفض لصالح المجموعة الأولى من حيث الادراك البيئى بابعادة " الثمانية " المقاسه " بقائمة التقدير البيئى " المستخدمة فى الدراسة .

(٣) ان الادراك البيئى يمكن أن يقاس بالاداة المستخدمة فى الدراسة الحالية والتي تعرف " بقائمة تقدير حالة البيئـة ومشكلاتها " " The list of the Rating of the environmental Cases and problems".

#### اجراءات البحث :

يمكن تلخيص الدليل البحثى للدراسة الحالية على النحو التالى :-

#### (١) عينة الدراسة :

تكونت عينة البحث الحالى من (٢٣٧) طالبا اختيروا عشوائيا من طلاب الصف الثانى بمدرسة سوهاج الثانوية الزراعية بمحافظة سوهاج وجميع هؤلاء الطلاب من الذكور ويمثلون مستويات متباينة من الثقافة الاسريـة ( ٥١ طالب من المستوى الثقافى الاسرى المرتفع ، ١٢٩ طالب من المستوى الثقافى الاسرى المتوسط ، ٥٧ طالب من المستوى الثقافى المنخفض وقد تراوحت أعمال هؤلاء الطلاب المفحوصين ما بين (١٦) ، (١٨) بمتوسط قدره (١٦٫٤٢) وانحراف معيارى قدره (١٫٠٢) .

هذا وقد راعى الباحث تحقيق ظروف الضبط التجريبي لبعض المتغيرات أو العوامل الأخرى المحتمل تدخلها فى نتائج البحث كالذكاء العام، والظروف الاجتماعية الاقتصادية لمفردات العينة .

#### (٢) ادوات الدراسة :

استخدم الباحث فى دراسته الحالية الادوات التالية :-

أ- مقياس الثقافة الأسرية ( اعداد الدكتور / سيد صبحى )

حيث يهدف هذا المقياس الى التعرف على بعض انواع النشاط التى يمارسها بعض الأسر والتي تنم بدورها عن مستوى ثقافى معين ، وهذا وقد

قام الباحث الحالى بالتأكد من كفاءة المقياس وصلاحيته للبحث الحالى ومدى ملاءمته لمفردات عينة الدراسة ( حيث تراوحت معاملات ثبات الاجزاء المختلفة لهذا المقياس ، ما بين ( ٨١ ، ٨٦ ر ) وجميعها دالة عند مستوى ( ٠.٠١ ) .

ب- قائمة تقدير طلاب المدارس الثانوية الزراعية لقضايا البيئية ومشكلاتها ( اعداد : الباحث ) \* وتهدف هذه القائمة الى قياس وتقدير ادراك الفرد للبيئة من خلال الكشف عن رأى الشخص وطريقته العامة وتصرفاته فيما يتعلق بالتفكير فى البيئة وكيفية تنظيمها والتفاعل مع مكوناتها ومدى المامه او معرفته بالمعلومات والمعارف الخاصه بشئون البيئة وماتعرض له من مشكلات وأخطار ..... الخ .

وقد مر بناء هذه الاداة بالطرق العلمية اللازمة لبناء هذا النوع من المقاييس وتم التأكد من كفاءة هذه الاداة وملاءمتها لقياس الادراك البيئى بابعاده المختلفة وكذلك مدى صلاحيتها للاستخدام فى البحث الحالى .

وقد صممت هذه القائمة لقياس جزئين أو جانبين أساسيين من جوانب الادراك البيئى هما :

**الجزء الثانى :** ويختص بقياس قدرة الطلاب على الاحتفاظ بالمعلومات والمعارف المتعلقة بالبيئة ومشكلاتها ( مقياس المعرفة البيئية ) ويتضمن مجموعة من الاسئلة على طريقة الاختيار من متعدد .

**الجزء الأول :** ويختص بالتعرف على مواقف الطلاب من القضايا والمشكلات البيئية المتعددة ( الاتجاهات البيئية ) والتي تم تصميمها فى ضوء طريقة ليكرت لقياس المعتقدات والسلوكيات البيئية المختلفة .

وجاءت هذه القائمة لتقيس سبعة أبعاد رئيسية - هى أبعاد الادراك البيئى بالاضافة الى البعد الادراك العام وهو محملة درجات الشخص على مثل هذه الابعاد وتتلخص هذه الابعاد فيما يلى :-

\* يمكن الرجوع للباحث للحصول على مثل هذه القائمة .

Knowledge dimension	البعد المعرفي	١-
	بعد الالتزام الفعلي تجاه البيئة (الاسلوب الفعلي)	٢-
Effective style toward the Environment		
Moral dimension	البعد الخلقى	٣-
Valuable dimension	البعد القيمي	٤-
Activity dimension	البعد النشاطي	٥-
Aesthetical dimension	البعد الجمالي	٦-
Evaluation dimension	البعد التقويمي	٧-
	الادراك العام	٨-
The general perception of the Environment		
M(total scores of the seven dimension, Perception)		

وبعد التأكد من صلاحية هذه الادوات تم تطبيقها على مفردات عينة البحث الحالي وتم تقدير استجابات الطلاب وتسجيل البيانات وفق تعليمات التصحيح وقواعد تقدير الدرجات ، تمهيدا لتحليلها ومعالجتها احصائيا .

#### ملخص نتائج البحث والتطبيقات :

يعرض الباحث فيما يلي ملخصا مختصرا لنتائج دراسته في ضوء اسئلة البحث وفروضه الارتباطية والفارقة وذلك على النحو التالي :-  
**النتائج في ضوء الفرض الأول :**

كشفت نتائج التحليل الاحصائي أن هناك ارتباطا موجبا دالا احصائيا ( عند مستوى ٠,٠١ ، ٠,٠٥ ) بين المستوى الثقافي الاسرى ( الخلفية الثقافية للطلاب ) وبين الادراك البيئي بابعادة الثمانية المقاسة ( جدول رقم (١) بملاحق البحث ) وتتفق هذه النتيجة مع ما توصلت اليه الدراسات السابقة كما تتفق ايضا مع الاطار النظري للبحث وعلى هذا النحو فقد تم التحقق من صحة الفرض الارتباطي الأول .

#### النتائج في ضوء الفرض الثاني :

كشفت النتائج ان هناك فروقا دالة احصائيا ( عند مستوى ٠,٠١ ، ٠,٠٥ )

بين متوسط الدرجات التي حصل عليها طلاب المستوى الثقافي الأسرى المرتفع ، ومتوسط الدرجات التي حصل عليها طلاب المستوى الثقافي الاسرى المنخفض لصالح طلاب المجموعة الاولى وذلك في سبعة أبعاد من " قائمة تقدير الطلاب لقضايا البيئة ومشكلاتها " وجاءت الفروق غير دالة في بعد واحد فقط هو البعد الثالث ( Moral Dimension ) وعلى هذا النحو فقد تم التحقق من صحة الفرض الفارق الثاني .

#### **النتائج فى ضوء الفرض الثالث :**

طبقا لنتائج الفرض الأول وفى ضوء التعرف على استجابات الطلاب المبحوثين فيما يتعلق باتجاهاتهم البيئية ومدى مشاركتهم فى حل مشكلات البيئية وعاداتهم وانشطتهم البيئية المختلفة وتصرفاتهم تجاه البيئة يمكن القول أن الإدراك البيئي يقاس بالاداة المستخدمة فى البحث الحالى والتي تعرف " بقائمة تقدير الطلاب لقضايا البيئة ومشكلاتها " .

#### **التطبيقات والتوصيات :**

فى ضوء ما اشارت اليه نتائج البحث من وجود علاقة ارتباطية بين الخلفية الثقافية الاسرية للفرد وإدراكه البيئي قدم الباحث مجموعة من التوصيات والمقترحات والتي يمكن أن توجه انتباه الطلاب فى المرحلة الثانوية نحو تفهم البيئة ومشكلاتها مع ضرورة العمل على المشاركة فى خدمة البيئة والنهوض بمستوى المعرفة البيئية والالتزام الفعلى تجاه البيئة وتعلم السلوك البيئي الصحيح وتنظيم البرامج التثقيفية والارشادية الخاصه بكيفية تطوير البيئة وتحسينها وصولا بها الى المستوى الأفضل ( يمكن النظر الى تطبيقات البحث وتوصياته ص ١٣-١٤ ) \* .

وهذا هو خلاصه البحث وتوصياته . . . والله الموفق . . .

الباحث

\* يمكن الرجوع الى نسخه البحث باللغة الانجليزية .