



**ASSESSING THE PREFERENCES OF URBAN LOWER SECONDARY
SCHOOL CHILDREN TOWARDS DEVELOPING AN EFFECTIVE
ENVIRONMENTAL EDUCATION MODULE**

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DECLARATION OF ORIGINAL WORK



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“Declaration of Original Work”

I, **LEWIIN ROMAN** (Student Number: **2003608084**) hereby declare that:

- This work has not been previously accepted in substitute for any degree, locally or overseas, and is not being concurrently submitted for this degree or any other degrees.
- This project paper is the result of my independent works and investigations except where otherwise stated.
- All verbatim extracts have been distinguished by quotation marks and sources of my information have been specifically acknowledged.

Signature:  Date: 02/05/08

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CHAPTER 1

INTRODUCTION

1.1 Background of study

Sama Jaya Nature Reserve (SJNR), located at Tabuan Jaya along Jalan Setia Raja, Kuching is the first urban Forest Park project undertaken by the Forest Department of Sarawak and is currently managed by Sarawak Forestry Corporation (SFC). SJNR is a forest park established with the objective of portraying to the public the multiple-use of forests through research, conservation, recreation, education, tourism and as a “green lung” of Kuching city. The mission statement of SFC is to develop and market products and services while maintaining a balance of economic, environmental and social interests. It is the environmental interest of the organization that spurs Sama Jaya Nature Reserve to carry out this obligation.

It is with this in mind that the Nature Reserve needs to develop an environmental education module to educate the school children about the environmental. The module is important to create an environmental awareness among the school children so that the awareness will develop their behaviour to be non-destructive to the environment. Little is known about the behaviour of the school children towards the environment. Such behaviour includes the children awareness, perception and attitude towards the environment.

The focus group is school children in Kuching city attending lower Secondary schools within the age range of 12 to 14 years old. Today’s students are tomorrow’s leaders and decision-makers. They need to learn and practice the skills necessary to protect, preserve and restore the environment quality. Environmental education will lead to the knowledge, the development of analytical skills, the beginning of environmentally conscious attitudes and ultimately, a responsible behaviour. Currently, there is no standard and comprehensive module on environmental education that Sama Jaya Nature Reserve can use to educate school children when they visit the Nature Reserve.

CHAPTER 2

LITERATURE REVIEW

2.1 Definition of Environmental Education

According to Wikipedia, environmental education refers to organised efforts to teach about how natural environment functions, and particularly how human beings can manage their ecosystems in order to live sustainably. The term is often used to imply education within the school system, from primary to post-secondary. However, it is sometimes used more broadly to include all efforts to educate the public and other audiences, including printing materials, websites, media campaigns, etc.

2.2 The Origins of Environmental Education

In 1971, the North American Association of Environmental Education (NAAEE) was formed by a group of educators with the intention of developing instructional materials based on contemporary environmental issues for use in two-year colleges. Individuals from all levels of education, representing both formal and non formal sectors, began to show interest, and the group expanded (Disinger, 1998). Associations, organizations, and societies began to form around the basis of environmental education.

During the same time period, colleges and universities began to establish environmental science and studies programs. The EE movement raised international attention; in 1972 the U.S. Conference on the Human Environment was held in Stockholm, Sweden, and one of the main principles agreed upon by the 116 participating countries was a clear emphasis on the need to establish environmental education programs world-wide (Roth, 1978). In 1976, the North American Regional Seminar on Environmental Education was held. In 1977, sponsored by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), in conjunction with the United Nations Environmental Program (UNEP), a conference was held in Tbilisi, USSR, in which a profound statement outlining the goals, objectives, and characteristics of environmental education was formulated.