TEACHER AND STUDENTS' PERCEPTION OF THE TEACHING OF TOURISM AS A CORRELATES OF ENVIRONMENTAL EDUCATION IN SECONDARY SCHOOLS IN CALABAR EDUCATION ZONE, CROSS RIVER STATE, NIGERIA

BY

Martha Desmond Ewa
Marthaewa79@gmail.com
Department of Environmental Education
University of Calabar, Calabar

&

Oham Sunday Bassey
basseyoham@gmail.com
Department of Environmental Education
University of Calabar, Calabar

Abstract
The aim of this study was to examine teacher and students' perception of the teaching of tourism as a correlates. To achieve the purpose of the study, two research questions were posed and translated into two null hypotheses. Literature review was done based on the sub-variable of the study. The research design used for this study is survey research design. The population of this study consists of all the SS 2 students in all the public secondary schools in Calabar Education zone of Cross River State. The total population of SS 2 students in 74 public secondary schools in the study areas is 4,082 students. A simple random sampling technique was adopted to select 309 respondents from the schools selected for the study. The instrument used for data collection was questionnaire. Pearson product moment correlation analysis was adopted to analyze data obtained from the field. The result revealed that teacher/student's perception of the teaching of ecological conservation and pollution/land degradation in tourism relate with Environmental Education in Calabar Education zone. Based on the results, it was recommended that, there is need for the introduction of Environmental Education as a subject of its own and made compulsory from Primary to secondary institutions.
Keywords: Teacher/student perception, Teaching of Tourism, Environmental Education, Secondary schools

Introduction

The ultimate goal of teaching or educational experiences both in and out of school is to enable the individual to meet new situations of various degrees of relatedness and similarities more

effectively. The challenges in teaching is to create experiences that involve the student and support his own thinking, mode of learning, explanation, communication and application of the scientific models needed to make sense of these experiences. To equip Nigerian citizens to live in this fast-changing world of the 21st century, the educational system should undergo a radical reorientation. For decades, one of the most persistent problems which teachers have struggled to solve has been how to achieve maximum results with minimum but effective medium of instruction. There has been a need to change our emphasis on teaching by the teacher to learning by the learner. Thus, rather than be a teacher-centered activity, instruction has become learner-centered. Teachers need to ascertain what their students wish to know and how it is relevant to their life and work and how they learn best. Hence, for effective teaching and learning to take place, there must be a correlation between teacher's instructional strategies on one hand, and teacher and student perception of teaching tourism as correlate of Environmental Education (Akinbobola, 2011).

According to UNESCO (2020), environmental education was considered as a learning process that enhances people's knowledge and skills about the environment and the associated challenges, which develop the necessary skills and expertise needed to meet challenges and foster attitudes, motivations, and commitments to inform decisions and take responsible actions. Global concern for the environment and planet health represents, for Dunlap and Mertig (2019), a priority taking climate change, the increasing CO2 footprint, and the reaction of nature against human impact into consideration. Volunteering in the field of environmental protection and preservation is one of the synthetic criteria for assessing the efficiency and effectiveness of ecological education activities. Environmental education by volunteering is the ideal of ecological education globally; volunteering is rare, with less than 1% of the population taking part, except for countries such as the Netherlands, Denmark, Great Britain, USA, Canada, Australia, etc., and in the European Union the percent is 4% (European Commission).

The current ecological crisis spreads freely on our planets, affecting the unacceptably long biosphere and, implicitly, the living environment. Realizing the huge scale of this phenomenon, decision-makers of world rank and lately, nationally, are trying to establish firm and urgent measures for saving nature, for the preservation of the human environment; measures that are also covered by the education system. Sauvė (2019) underscores the concept of sustainable development and has associated with environmental education to promote development models based on the wise use of resources, with concerns for equity and durability. Environmental education, regardless of the manner in which it is connected to sustainable development, must face its own limits. Different conceptions of environment, education, and sustainable development coexist. This conception influence the way educators perceive and practice environmental education.

Arjen and Wals (2016) explained the need of environmental education which is obviously related to nature conservation education; however, there is an important difference in that it transcends issues of nature, biodiversity, and ecology to also, and foremost, include issues of environmental degradation, environmental health, pollution, and so on that have a lot to do with the way we live, produce, and consume.

Today, the integration of Environmental Education into tourism education curriculum has covered various areas such as tourism and horticulture, tourism and floriculture, tourism and waste management, tourism and environmental sanitation, tourism and sustainable agriculture, tourism and forest management, tourism and wildlife management, tourism and conservation education, sustainable tourism education and tourism and ecological management education among others. Similarly, the teaching of tourism and attraction sites such as natural, man-made and socio-cultural have played significant roles in the inculcation of environmental education values and attitude in secondary school students (Etefia, 2013). This approach of infusing andor integrating Environmental Education contents into tourism education form part of the teacher/students' perception of the teaching of tourism as a correlate of Environmental Education in secondary schools in Cross River State.

Literature review

Ecotourism is an important field of tourism that has bridged environmentally friendly practices and the tourism industry worldwide. Today, ecotourism has become an important revenue sector for stakeholders and communities. Ecotourism is one of the famous and fastest growing industries in the world today. It is described as a form of natural resources-based tourism focused on experiencing and learning about nature. Ecotourism presents a small segment of nature-tourism, which is understood as travelling to relatively undisturbed or uncontaminated natural areas (Gossling, 2019). The International Ecotourism Society (TIES, 2016) defined ecotourism as "responsible travel to natural areas that conserves the environment and improves the well-being of local people". The term ecotourism can be well described with the following five criteria: nature conservation, low impact, sustainability, meaningful community involvement and environmental education. The success of ecotourism depends on the proper implementation of these criteria. Every country gives emphasis to make tourism as environmentally friendly as possible by maintaining nature conservation with low negative impact on environment. For ensuring sustainable ecotourism, environmental education of the people and the effective involvement of community are a must.

Environmental education is one of the five criteria for performing ecotourism. It helps to understand the natural ecosystems and conservation with their role in environment. Increased concern about the environment in recent decades has paralleled the development of environmental education, and in particular has clarified its aims and purposes (Sterling, 2015).The aim of environmental education is to teach and educate the public about the function

of natural environments. It also gives emphasize to manage the behaviour of human towards eco-systems and conservation according to sustainability. Ecotourism and environmental education are highly related and depends on each other. The success of ecotourism cannot be achieved without proper environmental education.

According to UNESCO (2016), Environmental education is a learning process that increases people's knowledge and awareness about the environment and associated challenges, develops the necessary skills and expertise to address the challenges, and fosters attitudes, motivations, and commitments to make informed decisions and take responsible action. According to The Tblisi Declaration (2018), Environmental education is: A process aimed at developing a world population that is aware of and concerned about the total environment and its associated problems, and which has the knowledge, attitudes, motivations, commitments, and skills to work individually and collectively towards solution of current problems and the prevention of new ones. The transfer of environmental education knowledge can be achieved through the integration or infusion of environmental education knowledge, skills, ideas, attitude and perception into tourism education. To achieve this, environmentally friendly contents that are tourism related are integrated and taught to inculcate environmental ethics into the students.

According to Wales (2012), Environmental education is obviously related to nature conservation education, but there is an important difference in that it transcends issues of nature, biodiversity, and ecology to also and foremost include issues of environmental degradation, environmental health, pollution, and so on that have a lot to do with the way we live, produce, and consume. NEEAC (2016), Environmental education is obviously related to eco-tourism and nature conservation education, but there is an important difference in that it transcends issues of nature, biodiversity, and ecological tourism to also and foremost include issues of environmental degradation, environmental health, pollution, and so on that have a lot to do with the way we live, produce, and consume.

According to Stapp (2017), Environmental Education is aimed at producing a citizenry that is knowledgeable concerning the biophysical environment and its associated problems, aware of how to help solve these problems, and motivated to work toward their solution. lUCN, UNEP and WWF (2020), a new ethic, embracing plants and animals as well as people is required for human societies to live in harmony with the natural world on which they depend for survival and well-being. The long-term task of environmental education is to foster or reinforce attitudes and behaviours compatible with this new ethics. UNESCO-UNEP (2016), In order to change unsustainable production and consumption patterns and lifestyles, it (is) essential to give great emphasis to the role of education for sustainable development, including environmental economics as well as environmental awareness. UNWTO (2021) defines tourism as, 'tourism that takes full account of its current and future economic, social and environmental impacts, addressing the needs of visitors, the industry, the environment and host communities'.

Abdelaziz (2019) stated that environmental education is vital in imparting an inherent respect for nature and enhancing public environmental awareness in the society as well as future global developments of societal quality of life (QOL). To this end, environmental literacy could be used to achieve sustainable development through the management of wastes in our society. The achievement of sustainable wastes management would promote sustainable tourism development. Anijah-Obi (2012) affirmed that environmental literacy and education play a very significant role in shaping the environment as well as sustainable management. Agbor and Oden (2017) also affirmed that awareness creation is the immunization needed to protect us from consequences of environmental degradation and pollution. An illiterate person cannot save his environment as opined by President Nyerere but can only be a slave to his environment. This is why environmental literacy in all ramifications is a prerequisite for that attainment of sustainable development.

The philosophy of education in Nigeria is based on the perception of education as the instrument par excellence affecting national development. The National Policy on Education (2014) based on this philosophy defines education and by implication, literacy as a process that helps to develop a total man, to enable him function effectively in whatever environment he finds himself. Nigerians especially Cross Riverians need very urgent and adequate dosage of environmental literacy (Inyang-Abia, 2013). It is considered a matter of right and not privilege for humans to be adequately informed about environmental issues. There is need to communicate the importance of sustainable life/living to Nigerians especially Cross Riverians. Tourism is the channel because it is seen as a means that could assist in integrating the Nigerian child into sound and effective learning opportunities in every level of education. Some of the aims of tourism studies in both the primary and junior secondary school levels of education are to:

- Educate pupils/students on the need to promote environmental serenity and fight against pollution/degradation of the environment.
- Introduce the Nigerian child early enough to the diversities of tourism centres in Nigeria;
- Provide the Nigerian child with a good knowledge of his or her environment;
- Help inculcate into the Nigerian child the ability to maintain cultural heritage from indigenous level to a higher standard among others.

Jatzko (2016) conducted a study on teachers and their perception of teaching pollution/degradation, awareness, behaviour and Environmental Education in a developing country: A case study of Meru, Kenya. In order to analyze the current situation of environmental knowledge and education in a developing country such as Kenya, from the perspective of the locals, ten teachers from five secondary schools in Meru County were interviewed. The semi-structured interviews aim to provide an understanding of the implementation of environmental issues in schools and its influence on the awareness and the

behaviour of people from the point of view of teachers. The results show that teachers and students receive knowledge about environmental issues through various channels. In secondary schools in Meru County, it is conveyed as a complementary topic in all subjects. Yet teachers state that some subjects put a stronger focus on environment issues than others do. The results further highlight that differing characters and interests of a teacher influence the way and frequency of how environmental issue are conveyed during lectures.
All teachers, however, point out that it is an important issue and that humans should take care of the environment. The majority of the interviewed teachers seem to be well informed about local environmental problems and this knowledge isthen partly passed on to the students. With regard to implementation, there is nonetheless a lack of frequency and intensity. In practice, the focus strongly lies on natural science and rarely touches the social aspects involved. People do not act in accordance with what they have learned and the interviewees list various reasons for this behaviour, such as not feeling responsible for it, not seeing the consequences of it or their own personal background. Through the means of literature and teachers' statements, potential improvements of environmental education are discussed. Furthermore, this research points out the complexity and underlying aspects of environmental education and behaviour.

Agbor, Onnoghen, Egbonyi, Ayibeya and Etan (2021) conducted a study on the Content Analysis of Environmental Sensibilities of Senior Secondary School (SSS1-3) Tourism Textbook (Substance Tourism Focus) used in Cross River State, Nigeria. Stakeholders in environmental education especially Cross River State and Nigeria at large have raised serious concern about the quality of the environment we live which is not very conducive for human well-being. The environment has been abused by man's activities as he continually quests for a better standard of living. This study seeks to analyze the content and quality of environmental knowledge found in substance tourism focus, one of the textbooks used in teaching tourism in senior secondary school (SSS 1-3) in Cross River State, Nigeria.

The study involves counting and analyzing the contents of environmental issues or information found in the 25 passages of the textbook considering the different environments (abiotic, biotic, neutral and social environment). The passages were shared among the three groups of SS1, SS2 and SS3. Chapter 1-8 for SS1, 9-16 for SS2 and 16-25 for SS3. Two research questions were used to guide the study. Observed data were analyzed using a simple percentage technique. The result obtained from the analysis of the text revealed that environmental issues were reflected in some passages but an undesirable proportion. It was concluded among others that the idea of portraying more of the social and abiotic environments at the detriment of the biotic and neutral Content Analysis of Environmental Sensibilities of Senior Secondary School (SSS 1-3) Tourism Textbook (Substance Tourism Focus) used in Cross River State, Nigeria environments does not expose students to the proper knowledge and awareness of environmental issues that can lead to a change of behaviour as well as the sustainability of our ecosystem.

Statement of the problem

Environmental education is one of the most essential subjects taught in colleges and universities in Nigeria. Despite the importance this subject play in ensuring proper management of the environment, yet this subject has not been given the proper attention it deserves. For instance, Environmental Education is yet to be introduced into the nursery/primary and post-primary school curriculum to inculcate environmental ethics into the students. The use of infusion/integration approach of Environmental Education content/issues in other subjects like mathematics, English language, social studies, civic education, geography, physics. Home Economic, Economics, and Tourism among other subjects; has fallen below expectation.

The introduction of tourism education into the secondary school curriculum is a deliberate attempt to ensure effective teaching of Environmental Education issues such as conservation of environmental resources, pollution/degradation issues, waste management, and sustainable development. Teacher/student hold varied perception of teaching tourism and the inclusion of Environmental Education contents/issues. It seems that teachers and students both perceived that environmental education content/issues have been given adequate attention in tourism education curriculum.

It is against this background that this study was considered to examine to what extent does teacher/student perception of teaching tourism relate with Environmental Education contents/issues in Calabar Education Zone of Cross River State, Nigeria?

Research question

The following research questions are posed to guide the study;

1. How does teacher/student perception of teaching ecological conservation in tourism relate with Environmental Education?
2. To what extent does teacher/student perception of teaching pollution/ land degradation in tourism relate to Environmental Education?

Statement of hypotheses

The following hypotheses are posed to direct the study;

1. Teacher/student perception of teaching ecological conservation in tourism does not significantly relate with Environmental Education
2. There is no significant relationship between teacher/student perception of teaching pollution/degradation in tourism and Environmental Education

Methodology

The research design used for this study is survey research design. This design was adopted to examine the situation under investigation as it exists presently in the study area. The population of this study consisted of all the SS 2 students in all the public secondary schools in Calabar

Education zone of Cross River State. The total population of SS 2 students in 74 public secondary schools in the study areas is 4,082 students. The sampling techniques adopted for the study include purposive sampling, stratified simple random sampling and simple random sampling techniques. The purposive sampling technique was adopted to select all the SS 2 students with similar characteristics for the study. In selecting the schools used for the study, the stratified simple random sampling was employed to select 10% of secondary schools from 4 local government areas in the study area. Each of the local government area and school selected represents the strata upon which sample were drawn.

The sample of 309 respondents are selected from 7 public secondary schools and (1549) used for the study. This sample size represents 20% of the number of SS 2 students in seven public secondary schools in the area. The instrument used for data collection was questionnaire tagged: teacher/student perception of the teaching of tourism as correlates of Environmental Education Questionnaire (TSPTCEEQ). It was divided into two sections. Section A contained respondents' bio-data while section B covered items designed to measure the variables of the study. The instrument was validated and tested for reliability using Cronbach Alpha Reliability Estimate. The result showed a range of 0.75 to 0.96. Indicating that the instrument is highly reliable and can measure consistently what it is meant to measure.

Data obtained was coded and analyzed using statistical package for social science (SPSS) version 21. The statistics adopted for data analysis was Pearson product moment correlation analysis (r) to compare the independent and dependent data obtained.

Results

Data analysis of this study was done following the restating of hypothesis, identification of the independent and the dependent variables and identification of the statistical tool used for data analysis. This result is presented thus:

Ho1:

Teacher/student perception of teaching ecological conservation in tourism and environmental education. The independent variable of the study is teacher/student perception of teaching ecological conservation in tourism while the dependent variable is environmental education. Data obtained was compared using Pearson product moment correlation analysis. The summary of the result is presented in Table 1.

Table 1
Pearson product moment correlation analysis of the relationship between teacher/student perception of the teaching of ecological conservation in tourism and environmental education (n=309)

Variables	N	X	SD	R	P-value
Teacher/student perception of the teaching of ecological conservation in tourism	309	22.82	3.74		
				0.76*	.000
Environmental Education	309	34.14	6.09		

Significant at the <.05

The result presented in Table 1 revealed that teacher/student perception of the teaching of ecological conservation in tourism significantly relate with Environmental Education (r=0.76; P<.05). Hence, the null hypothesis was rejected while the alternate was accepted and retained. This implies that teacher/student perception of the teaching of ecological conservation in tourism significantly relate with Environmental Education in Calabar Education Zone of Cross River State, Nigeria.

Ho2:
There is no significant relationship between teacher/student perception of the teaching of pollution/ land degradation in tourism and Environmental Education. The independent variable is teacher/student perception of the teaching of pollution/ land degradation in tourism, while the dependable variable is Environmental Education. Pearson product moment correlation analysis (r) was employed to analyze data obtained. The summary of the result is presented in Table 2.

Table 2
Pearson product moment correlation analysis of the relationship between teacher/student perception of the teaching of pollution/ land degradation in tourism and Environmental Education (n=309)

Variables	N	X	SD	R	P-value
Teacher/student perception of the teaching of pollution/degradation in tourism	309	20.64	2.86		
				0.94*	.013
Environmental Education	309	34.14	6.09		

Significant at the <.05

The result presented in Table 2 showed that there is a significant relationship between teacher/student perception of the teaching of pollution/degradation in tourism and Environmental Education (r=0.94; P<.05). Hence, the null hypothesis was rejected while the

alternate was retained. This implies that there is a significant relationship between teacher/student perception of the teaching of pollution/degradation in tourism and Environmental Education in Calabar Education zone of Cross River State, Nigeria.

Discussion

Result from hypothesis one revealed that teacher/student perception of teaching ecological conservation in tourism significantly relate with Environmental Education. This result could be based on the fact that the teacher and students have good knowledge of the integration of ecological conservation in the teaching of Tourism Education hence, the result. The finding of this study is in agreement with the findings of Anowar, Bhuiyan, Siwar and Rabiul (2010) who conducted a study on Ecotourism and Environmental Education: An Opportunity for Bangladesh. Eco-tourism is one of the fastest growing industries in the world today. It is a form of natural resources-based tourism, focused on experiencing and learning about nature. The term ecotourism can be well described with the following five criteria: nature conservation, low impact, sustainability, meaningful community involvement, and environmental education. Environmental education must be fulfilled to perform ecotourism and is the first step towards the process of understanding the natural ecosystems. The aim of environmental education is to teach and educate the people about the natural environments and ecosystems in order to live sustainable. Bangladesh is an attractive eco-tourism destination in south Asia. The present study discusses the implementation of environmental education to the society with the development of eco-tourism in Bangladesh. The people of the country are taught by educational programs, workshops, media, awareness activities, advertisements, and some other way for this purpose. So, collective efforts are necessary to foster clear learning regarding environment and concern about economic, social, and ecological aspects of eco-tourism.

According to the UNESCO (2016), Environmental education is a learning process that increases people's knowledge and awareness about the environment and associated challenges, develops the necessary skills and expertise to address the challenges, and fosters attitudes, motivations, and commitments to make informed decisions and take responsible action. According to The Tblisi Declaration (2018), Environmental education is: A process aimed at developing a world population that is aware of and concerned about the total environment and its associated problems, and which has the knowledge, attitudes, motivations, commitments, and skills to work individually and collectively toward solutions of current problems and the prevention of new ones. The transfer of environmental education knowledge can be achieved through the integration or infusion of environmental education knowledge, skills, ideas, attitude and perception into tourism education. To achieve this, environmentally friendly contents that are tourism related are integrated and taught to inculcate environmental ethics into the students.

Result from hypothesis two revealed that teacher/student perception of teaching pollution/degradation in tourism significantly relate with Environmental Education. This result could be based on the evidence that there is effective teaching of pollution/ degradation in Tourism Education. Similarly, the result of this finding could be based on the available evidence of keeping Calabar clean and green. Hence, this result is a representation of the true situation in the study area. The finding of this study is in line with the findings of McGuire (2015).The common logic is that if people understand what environmental pollution/degradation is, they can employ this information in various situations and act less destructive towards the environment. Gifford and Nilsson (2014) referred to a study of knowledge surveys which had shown that children who were concerned about the environment had more scientific knowledge and conclude that making pro-environmental choices is difficult if one has incorrect or no knowledge. Hence, gaining environmental knowledge is important but if it influences decision-making can be questioned. Gifford and Nilsson (2014) state that in most countries individuals with more education are more concerned about the environment. Yet it can be questioned if and how this environmental concern leads to action. Schleicher (2019) stated that more attention in environmental education should be given to changes in values and behaviour and less to external threats such as pollution since the majority of people do not act environmentally friendly despite a quite high environmental literacy rate. However, behaviour such as reusing a plastic bag and recycling is not enough to stop environmental problems such as climate change (McGuire 2015). McGuire (2015) claimed that environmental education has exactly this less-harmful behaviour as a goal and argues that instead a method that leads to a long-lasting behavioural change and toward more ecologically responsible decisions would be needed.

Conclusion

The need to inculcate environmental education ethics and values in the younger generation cannot be over-emphasized. To achieve this, there is a need to infuse and integrate methods of environmental education contents into different teaching subjects in the primary and post-primary schools respectively. Apart from the introduction of environmental education teaching and learning experiences into Tourism Education, other subjects like English Language, Social Studies, Integrated/ Basic Science, Home Economics, Economics, Civic Education, Government, History, Geography, Chemistry, Physics, Physical and Health Education to mention but a few; should have Environmental Education issues and concepts infused and or integrated for sustainable management of environmental resources.

Recommendations

Based on the result obtained from the study, the following recommendations have been suggested thus;

1. There is need for the introduction of Environmental Education as a subject of its own and made compulsory from Primary to secondary Schools.

2. Trained and qualified Tourism and Environmental Educators should be employed in schools for proper implementation of the new curriculum.
3. Environmental Education clubs should be encouraged in schools to enable pupils/students take active part in Environmental Education activities and programmes.

References

Abdeleziz, E. M. (2019). Environmental nanotechnology and education for sustainability:Recent progress and perspective. Handbook of Environmental Materials Management. *Journal of Environmental Management*, 8 (2), 1-27.

Agbor, C. N. & Oden, S. N. (2017). Level of environmental awareness in tourism textbooks forjunior secondary schools (JSS1-3) in Cross River State, Nigeria. *Journal of Environmental and Tourism Education (JETE),* 1-10.

Agbor, C. N.; Onnoghen, U.N.; Egbonyi, D. E.; Ayibeya, A. M and Etan, M.O. (2021) conducted a study on the Content Analysis of Environmental Sensibilities of Senior Secondary School (Sss 1-3) Tourism Textbook (Substance Tourism Focus) used in Cross River State, Nigeria. *European Journal of Scientific Research*, 160 (3), 153– 160.

Arjen, E. & Wals, J. (2016) Learning Our Way Out of Unsustainability: The Role of Environmental Education. In The Oxford Handbook of Environmental and Conservation Psychology; OUP: Oxford, UK.

Gossling S. (2019).”Ecotourism: a means to safeguard biodiversity and ecosystem functions?”*Ecological Economics*, 29, (9), 303–320.

International Ecotourism Society TIES (2016). EFL teacher's belief and practice on integratingICT in the classroom: A case study on the implementation of SAMR model in teaching reading description text at MaAsseliam. *Journal of Penelitian Humaniora,* 12 (2), 39-51.

lUCN, UNEP, WWF (1980). World Conservation Strategy: Living Resource Conservation for Sustainable Development. lUCN: Gland, Switzerland.

Inyang-Abia, M. E. (2013). Contemporary environmental problems and issues in Cross River State: The erosion dimension. Paper presented at the CREPSA, Calabar.

Jatzko, K. (2016) conducted a study on teachers and their perception of EnvironmentalEducation, awareness and behaviour in a developingcountry: A case study of Meru, Kenya. Degree of Master of Science (Two Years) in Human Ecology: Culture, Power,and Sustainability Lund University, Sweden.

National Policy on Education (2014). Federal Republic of Nigeria. Lagos: Federal Government Press.

NEEAC (2016). Report Assessing Environmental Education in the United States and the Implementation of the National Environmental Education Act of 1990. NEEAC, Washington, DC.

Sauvé, L (2019). Sustainable Development: A Further Appraisal. Canada. Journal of Environmental.Education.Availableonline:https://www.researchgate.net/publication/264870000(accessed on 19 February 2019).

Schleicher, P (2019). Environmental Attitudes and Behaviors across Cultures. Online Read Resource on Psychology and Culture. Iowa: USA.

Stapp, W.S (2017). Education and Training for Sustainable Tourism: Problems, Possibilities and Cautious First Steps. *Canadian Journal of Environmental Education*, 4(1), 102-117.

Sterling, S. (2015).”Towards a sustainable Europe” *Environmental Education*, 4 (8), 6-7.

The Tbilisi Declaration (2018). Education for Sustainable Development. UNESCO-UNEP connect: Paris, France.

UNESCO-UNEP (2016). International Environmental Education Programme, Series 17. A Comparative Survey of the Incorporation of EE into School Curricula; UNESCO: Paris, France,

UNESCO (2020). International Strategy for Action in the Field of Environmental Education and Training for the 2020 UNESCO: Nairobi, Kenya; Paris, France.

UNESCO (2016). "Education for sustainable development", in Connect XXI (2): Understanding Environmental Education in Secondary Schools of England, School. Texas. USA.

Wales, S. (1997). The challenge of sustainable tourism. *The Environmentalist*, 17 (2), 135-141.