



**ENVIRONMENTAL LITERACY AND KNOWLEDGE SURVEY  
REPORT**



**2024**

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## **Introduction**

In an era marked by increasing environmental challenges and societal awareness, the importance of environmental literacy and knowledge has never been more pronounced. It is imperative for educational institutions to foster a deep understanding of environmental issues among stakeholders. This understanding extends beyond mere awareness to encompass a holistic comprehension of the interconnections between human activities and the environment, as well as the potential implications for present and future generations.

Recognizing the significance of this endeavor, AGU embarked on a comprehensive survey initiative to gauge the attitudes, knowledge, and concerns of our internal stakeholders regarding environmental issues. Our stakeholders, comprising students, academics, and administrative staff, represent diverse perspectives and roles within our institution. By soliciting their insights, we aimed to glean valuable insights into the current state of environmental literacy within our community, identify areas of strength and improvement, and chart a course towards enhanced environmental stewardship.

This report presents the findings of our survey, offering a nuanced examination of the attitudes, knowledge levels, and concerns prevalent among AGU stakeholders regarding environmental matters. Through an analysis of survey responses, we endeavor to shed light on the existing landscape of environmental literacy within our institution, pinpoint key areas of focus for educational initiatives and policy development, and underscore the imperative of fostering a culture of environmental consciousness and responsibility.

By undertaking this endeavor, AGU reaffirms its commitment to sustainability, environmental stewardship, and the cultivation of informed and engaged citizens capable of addressing the pressing environmental challenges of our time. Through collective effort and collaboration, we aspire to cultivate a community that not only understands the complexities of environmental issues but also actively contributes to their resolution, thereby safeguarding the health and integrity of our planet for generations to come.

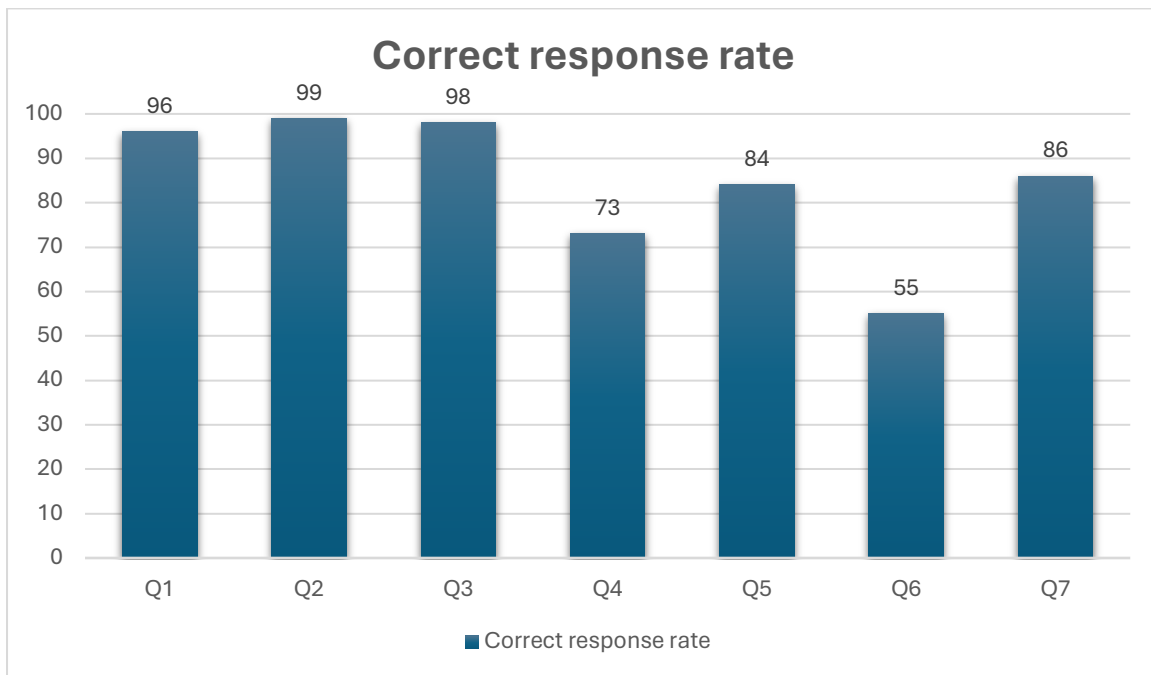
## **Environmental Literacy and Knowledge Survey**

An Environmental Literacy and Knowledge survey was applied at AGU (See Appendix). This survey aimed to measure the environmental literacy and knowledge levels of AGU's internal stakeholders, such as students, academics, and administrative staff. This survey included 22 questions regarding participants' attitudes, concerns, and knowledge levels toward environmental issues. This survey, conducted voluntarily, has been completed by 97 participants. The main results and precautions that need to be taken into consideration are as follows;

### **Knowledge-related questions**

The survey covered critical environmental topics including the greenhouse effect, renewable energy sources, global warming, water resources, waste management, international climate agreements, and hazardous waste. These questions aimed to assess stakeholders' knowledge levels regarding key environmental issues, providing valuable insights for informed decision-

making and targeted interventions within the AGU community. (Please see the survey questions in Appendix.)



**Fig. 1.** Correct Response Rate

### Concern-related questions

The survey explored a range of environmental concerns, encompassing smoke pollution, noise pollution, vehicle emissions, industrial pollution, hazardous waste, poor-quality drinking water, indoor air pollution, ozone layer depletion, and global warming. By examining these topics, the survey sought to elucidate stakeholders' concern levels regarding various environmental challenges, offering valuable insights to guide decision-making and interventions aimed at promoting environmental literacy within the AGU community.

**Table 1.** Mean Values

Smoke pollution	Noise pollution	Vehicle emission	Industrial pollution	Hazardous waste	Poor-quality drinking water	Indoor air pollution	Ozone layer depletion	Global warming
4.14	3.62	4.23	4.71	4.73	4.55	4.14	4.37	4.47

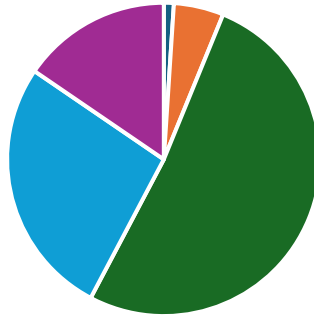
*1 = Not worried at all; 2 = Little worried; 3 = Undecided; 4 = Somewhat worried; 5 = Very worried*

### Attitude-related questions

The survey included six questions probing participants' attitudes towards environmental issues. These questions examined their level of involvement, standpoint on environment, self-perceived knowledge about environmental problems, preferred sources of information on environmental issues, and opinions on environmental education. These insights provide valuable guidance for developing strategies to enhance environmental awareness and engagement within the AGU community.

**Q1.**

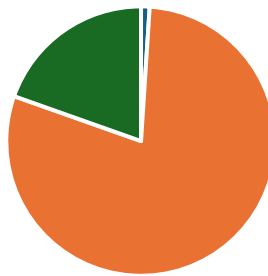
How involved are you with environmental issues?



■ None ■ Very little ■ Enough ■ A little ■ Very much

**Q2.**

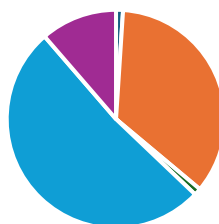
Which of the following is closest to your opinion?



- The environment is not a problem.
- The environment is one of the two or three most important problems facing humanity today.
- The environment is a significant problem, but there are other more important problems.

**Q3.**

How much knowledge do you generally think you have about environmental issues and problems?



■ None ■ A little ■ Have no idea ■ Enough ■ A lot

**Q4.**

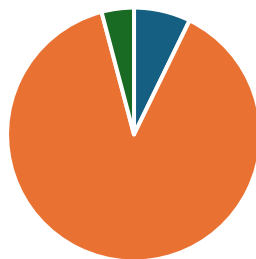
What is the most commonly used tool you use to access information about environmental issues



- Internet and social media
- Magazines, newspapers, etc.
- Non-governmental organizations (NGOs) working on environmental issues
- Radio and television programs
- Social environment and friends
- Other

**Q5.**

What is your opinion on environmental education?



- Undecided
- The environment is very important and education on it should definitely be provided.
- The environment is very important but providing education on it is not necessary.

**Q6.**

Have you received any education or training on environmental issues?



- Yes
- No

## **Conclusion**

In conclusion, the findings of our survey offer a comprehensive insight into the state of environmental literacy among AGU stakeholders. With concern levels averaging at 4.14 for smoke pollution, 3.62 for noise pollution, 4.23 for vehicle emissions, 4.71 for industrial pollution, 4.73 for hazardous waste, 4.55 for poor-quality drinking water, 4.14 for indoor air pollution, 4.37 for ozone layer depletion, and 4.47 for global warming, it is evident that our community is deeply invested in environmental issues. Furthermore, the high knowledge levels demonstrated by participants, with percentages reaching 96% for the greenhouse effect, 99% for renewable energy sources, and 98% for global warming, underscore the importance of continued education and awareness initiatives. Moreover, stakeholders' attitudes towards environmental matters revealed a strong inclination towards engagement and a recognition of the importance of environmental education. The survey results indicate a readiness among participants to deepen their understanding of environmental problems and to actively contribute to solutions. These findings highlight the potential for AGU to further cultivate a culture of environmental stewardship and responsibility within our institution. Moving forward, it is imperative for AGU to capitalize on these insights by implementing targeted educational programs, fostering partnerships with relevant stakeholders, and integrating sustainability principles into our institutional framework. By leveraging the knowledge, concerns, and attitudes of our stakeholders, we can collectively work towards a more sustainable future, where environmental literacy serves as a cornerstone of our academic community's ethos. Through concerted effort and collaboration, AGU is poised to lead the way in addressing environmental challenges and inspiring positive change on both local and global scales.

## **Primary Precautions and Recommendations**

Based on the main findings of the survey, the following precautions might be taken into consideration;

- i. The knowledge levels of internal stakeholders about freshwater resources of the world should be increased.
- ii. The knowledge levels of internal stakeholders about international agreements aimed at combatting climate change should be increased.
- iii. Training and information sessions on the most concerned environmental issues (industrial pollution and hazardous waste) should periodically be given.
- iv. Awareness of environmental problems should be increased through periodical educational activities.

## Appendix

### Environmental Literacy and Knowledge Questionnaire (Çevre Okuryazarlığı ve Bilgisi Anketi)

This questionnaire aims to measure the environmental literacy and knowledge levels of AGU's students and academic/administrative staff. The questionnaire consists of 22 questions. The first seven questions have true answers, while the remaining questions do not. For the study to yield accurate results, it is imperative that participants provide sincere responses to the questions. Responses will be evaluated collectively and strictly used for the intended research purposes. *(Bu anket, AGÜ öğrencileri ile akademik/idari personelin çevre okur yazarlığı ve bilgi düzeylerini ölçmeyi amaçlamaktadır. Anket, 22 sorudan oluşmaktadır. İlk yedi sorunun doğru cevapları vardır; geri kalan soruların ise doğru bir cevabı yoktur. Çalışmanın doğru sonuçlar vermesi için katılımcıların sorulara samimi cevaplar vermesi önemlidir. Yanıtlar toplu olarak değerlendirilecek ve sadece araştırma amaçları doğrultusunda kullanılacaktır.)*

**Abdullah Gül University**  
**Sustainability Coordinatorship** (Sürdürülebilirlik Koordinatörlüğü)

**1. Which of the following gases is primarily responsible for the greenhouse effect?** *(Aşağıdaki gazlardan hangisi sera etkisinin başlıca sorumlusudur?)*

- a) Oxygen (Oksijen)
- b) Nitrogen (Nitrojen)
- c) Carbon dioxide (Karbon dioksit)
- d) Hydrogen (Hidrojen)

**2. Which of the following is a renewable energy source?** *(Aşağıdakilerden hangisi yenilenebilir bir enerji kaynağıdır?)*

- a) Coal (Kömür)
- b) Natural gas (Doğal gaz)
- c) Solar power (Güneş enerjisi)
- d) Nuclear power (Nükleer enerji)

**3. What is the term for the phenomenon where Earth's average temperature gradually increases over time?** *(Dünya'nın ortalama sıcaklığının zamanla kademeli olarak artması olayına ne ad verilir?)*

- a) Global warming (Küresel ısınma)
- b) Biodiversity (Bioçeşitlilik)
- c) Greenhouse effect (Sera gazı etkisi)
- d) Ozone depletion (Ozon tabakasının delinmesi)



4. What percentage of Earth's water is freshwater available for human use? (Dünya'daki suyun yüzde kaçını insan kullanımına uygun tatlı sudur?)

- a) 2.5%
- b) 5%
- c) 7.5%
- d) 12.5%

5. Which of the following is NOT a component of the waste management hierarchy? (Aşağıdakilerden hangisi atık yönetimi hiyerarşisinin bir bileşeni değildir?)

- a) Reuse (Yeniden kullanım)
- b) Replant (Yeniden dikim)
- c) Reduce (Azaltım)
- d) Recycle (Geri dönüşüm)

6. Which international agreement aims to combat climate change by reducing greenhouse gas emissions? (Hangi uluslararası anlaşma sera gazı emisyonlarını azaltarak iklim değişikliğiyle mücadele etmeyi amaçlamaktadır?)

- a) Paris Agreement (Paris Anlaşması)
- b) Kyoto Protocol (Kyoto Protokolü)
- c) Montreal Protocol (Montreal Protokolü)
- d) Copenhagen Accord (Kopenhag Mutabakatı)

7. Which of the following household wastes can be classified as hazardous waste? (Aşağıdaki evsel atıklardan hangisi tehlikeli atık olarak sınıflandırılabilir?)

- a) Plastic packaging (Plastik ambalaj)
- b) Glass (Cam)
- c) Battery (Pil)
- d) Leftover foods (Atık yemek)

8. The following questions were prepared to measure how concerned you are regarding environmental problems. (Aşağıdaki sorular çevre problemleri ile ilgili olarak ne kadar endişeli olduğunuzu ölçmek için hazırlanmıştır.)

	Not worried at all (Hiç endişelenmiyorum)	Little worried (Az endişelenmiyorum)	Undecided (Kararsızım)	Somewhat worried (Biraz endişelenmiyorum)	Very worried (Çok endişelenmiyorum)
Smoke pollution: Duman kirliliği					
Noise pollution: Ses kirliliği					
Vehicle emissions: Otomobil emisyonları					
Industrial pollution: Endüstriyel kirlilik					
Hazardous waste: Zararlı atıklar					
Poor-quality drinking water: Kalitesiz içme suyu					
Indoor air pollution: Kapalı alanlarda oluşan hava kirliliği					
Ozone layer depletion: Ozon tabakasının delinmesi					
Global warming: Küresel ısınma					

**9. How involved are you with environmental issues?** (*Çevre sorunları ile ne kadar ilgilisiniz?*)

- a) **Hiç** (*None*)
- b) **Very little** (*Pek az*)
- c) **A little** (*Biraz*)
- d) **Enough** (*Yeteri kadar*)
- e) **Very much** (*Çok fazla*)

**10. Which of the following is closest to your opinion?** (*Aşağıdakilerden hangisi sizin düşüncenize en yakındır?*)

- a) **The environment is not a problem.** (*Çevre bir problem değildir.*)
- b) **The environment is not a significant problem.** (*Çevre önemli bir problem değildir.*)
- c) **The environment is a significant problem, but there are other more important problems.** (*Çevre önemli bir problemdir, ama daha önemli başka problemler de vardır.*)
- d) **The environment is one of the two or three most important problems facing humanity today.** (*Çevre günümüzde insanların karşı karşıya kaldığı en önemli iki ya da üç problemden biridir.*)

**11. How much knowledge do you generally think you have about environmental issues and problems?** (*Çevre konuları ve problemleri ile ilgili genel olarak ne kadar bilginiz olduğunu düşünüyorsunuz?*)

- a) **I have no idea.** (*Fikrim yok.*)
- b) **None.** (*Hiç*)
- c) **A little.** (*Biraz*)
- d) **Enough.** (*Yeteri kadar*)
- e) **A lot.** (*Çok*)

**12. What is the most commonly used tool you use to access information about environmental issues?** (*Çevre konuları ile ilgili bilgiye ulaşırken en sık kullandığınız araç hangisidir?*)

- a) **Internet and social media** (*İnternet ve sosyal media*)
- b) **Radio and television programs** (*Radyo ve TV Programları*)
- c) **Magazines, newspapers, etc.** (*Dergi, gazete vb.*)
- d) **Social environment and friends** (*Sosyal çevre ve arkadaşlar*)
- e) **Non-governmental organizations (NGOs) working on environmental issues** (*Çevre konuları üzerinde çalışan STK'lar*)
- f) **Other** (*Diğer*)

**13. What is your opinion on environmental education?** (*Çevre eğitimi konusundaki düşünceniz nedir?*)

**a) The environment is very important and education on it should definitely be provided.** (*Çevre konusu çok önemlidir ve eğitimi mutlaka verilmelidir.*)

**b) The environment is very important but providing education on it is not necessary.** (*Çevre konusu çok önemlidir ama eğitiminin verilmesi şart değildir.*)

**c) Environmental education is unnecessary.** (*Çevre eğitiminin verilmesi gereksizdir.*) **d) I'm undecided.** (*Kararsızım.*)

**14. Have you received any education or training on environmental issues?** (*Çevre konusunda herhangi bir eğitim/ders aldınız mı?*)

**a) Yes** (*Evet*)

**b) No** (*Hayır*)