

**Environmental Education curricula  
Teachers' Knowledge and Practice  
A Field study at The Basic Teaching Schools/  
2<sup>nd</sup> Circle Damascus city**

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**Abstract**

- The research emerged from inquiries related with how far is the Knowledge of the teachers of the basic Education stage / higher circle / of the education environmental curricula and with how far their use to such Knowledge throughout their teaching practices.
- The research has specified his objectives in three points:
  - Checking the levels of teachers' knowledge of the environment education curricula (objectives, contents and methodology...)
  - Identifying the reality of application of Environment Education curricula by teachers.
  - Determining of the relation between Knowledge levels and application levels.
- The analytical descriptive methodology has been accredited, tow explanatory tools have been formulated witch both were duly checked validity and reliability addressed to a sample represented by teachers of the basic education stage – higher circle – in Damascus city schools.
- Research Conclusions attested the following:  
Knowledge of environment education curricula by teachers was low, and it has been established that there is a knowledge gap which was more

clearly expressed by those teachers who are not educationally qualified, their application to same proved to be of low level in general.

The results of statistical analysis have confirmed the existence of a positive correlation between the environment education levels and their application levels which is a conclusion that complies with the result of many various researches which had attention in knowledge and practice.

The researcher concluded the research with a set of a group of suggestions that most of them are connected with preparation and qualification of teachers to be teachers at the Faculties of Education , also during their performance of duties at schools , There are other suggestion as well related with the curricula and its constituents and with the educational regulations and scholastic management.

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For the paper in Arabic see pages (135-190).