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The impact of family socialization on development of ecology consciousness at children - Example of Montenegro

Abstract

This scientific work analyses the results of research on the impact of family and youth ecological awareness in Montenegro. The survey was conducted on a sample of 454 respondents aged over 25 years.

Respondents expressed their views on their own perception of environmental problems, ecological awareness and environmental behavior in their community about the need to adopt the necessary ecological value, possibilities and importance of ecological education. The first part provides review of attitudes towards environmental issues in modern world representing different authors, scientists and researchers in the field of ecology, sociology and anthropology.

Key words: *ecological consciousness, ecological problems, ecological value, ecological education and family influence.*

Introduction

Our research is based both on relative literature and the empirical data collected about the development of ecological consciousness, both in children and adults who through their knowledge of family socialization of attitudes and benefits, passed on their descendants.

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During the writing of the work, as well as collecting the necessary data, we discussed some basic factors that influence in development of ecological awareness, such as socio-economic factors that may influence family organizations and in institutions (schools, work and business groups) of environmental associations and so on ecological awareness of children and young people as well what should be changed.

In the respondents are dissatisfied of environmental conditions.

We think that ecology, environmental issues and environmental problems is the most important question in life of modern man. In fact, the area of environmental protection is the one of the six most important areas (politics, security, economy, culture, technology and ecology).²

They are engaged researches scientists, educators, educational systems and national policy in the countries in the world. We want to perceive the both in children level of development of environmental consciousness (awareness).

And in adults who have a primary influence on their socialization taking into account the environmental conditions in Montenegro. As well as assumptions taken from to global environmental opportunities as well as those in Montenegro.

1. Review of literature

1.1. Ecological problems

Since the mid seventies sociology and cultural studies point to the essence of environmental problems, as well as man made civilizational problems, which occur in relation definitely man and nature. An imbalance between man and nature –natural social relationship again. Ask fundamental question about the relationship between culture and society and nature the environment, question of man's anthropological perspective.³

Today in the second decade of the 21 st century ecological problems became one of the most pressing issues in the scientific, educational and media

² According to Thomas Friedman, politics, security, finance, culture, technology and ecology of the areas that must be carefully and constantly pročitavati not only scientists but also journalists. Sam Friedman makes these in his book on the scenic way using examples from their own experience. See: Thomas L. Friedman, *The Lexus and the Olive*, Zagreb: Sources of tomorrow, 2003. p.31-37.

³ Ivan Cifrić, *Modern Society and svejetski ethos perspective of human heritage*, Zagreb: Croatian Sociological Association, 2000. Page 193.

space. How in the world and in our country, so but the knowledge and information in this is of great importance.

Ecological problems also led the ecological crisis of modern that goes hand in hand with economic social crisis of modern world. It caused numerous attempts and implementation strategy of solving the crisis.

First of all, by the United nations, as well as on proposal insistence and pressure of various environmental associations and movements around the world.⁴ Careless, often hazardous, the use of natural resources is the one of the first instruments emergence and spreading of modern ecological crisis that affects on global ecological crisis system.⁵ The most common environmental problems are pollution, of air, water and soil waste chemical and biological toxic substances, excessive amounts of waste in solid form which buries the living room, then over population the land, lack of drinking water as well as the depletion of the deliberate spreading non renewable natural resources. Degradation of the environment is caused by junk and pollution and by its physical, biological and chemical activity. Lack of pure drinking water causes panic in some parts of the country and causing conflicts among the population. As Roberts says ecological problems have arisen when the service that offers us Environment becomes insufficient to meet man's need both in quantitative also in qualitative term.⁶ Roberts looks at the natural environment within which such service that gives people of environments to provide refuge obtain resources for food and meet their spiritual and esthetic need.

Robert emphasizes that environment can be seen as Ecology capital that people can use of capital.⁷ Also, Roberts emphasizes that the environment could be viewed as "ecological capital" that people can use as they are using a financial capital of ways to use will depend on their living standards, their peaceful and prosperous (sustainable) life or the life to environmental problems and ecological crisis. So everything takes place between the resources of the environment - quality of life of people (individuals and groups).⁸ If a person's quality of life is realized at the expense of the environment (its degrada-

⁴ Here we will mention the "Kyoto Protocol" (The Kyoto Protocol to the United Nations Framework Convention on Climate Change) as an international agreement on climate change that are initiated UN, signed with the aim of reducing emissions of carbon dioxide and other gases that cause the greenhouse effect. Then, the World Conservation Strategy (Strategy for preservation of the world) launched by the United Nations (FAO) in 1980. As Sustainable Development (Sustainable Development), a project of the UN-strategy from 1994.

⁵ Oluk, Sami; Ozalp, Isilay, *The Teaching of Global Environmental Problems According to the Constructivist Approach: As a Focal Point of the Problem and the Availability of Concept Cartoons, Kuram ve Uygulamada Egitim Bilimleri. Volume:7.Issue:2 Publication date: May 2007.p.35*

⁶ Jane Roberts, *Environmental Policy*, New York: Routledge, 2004. p. 35.

⁷ Jane, Roberts, p.6.

⁸ Jane Roberts p. 37.

tion), then we can talk about the ecological crisis as a human crisis, a crisis of humanity or say that “environmental problems still human problems,” related to the way of satisfying human needs. It can therefore be concluded that the ecological crisis is part of the social and cultural crisis,⁹ and that these three intertwined crises, demand and encourage. We can talk about three levels of behavior that lead to the creation of environmental problems and cause a crisis that can be turned into three levels Nagaon (incentives) for solving the environmental crisis. These are individual, group and system level causing ecological crisis or urge to seek a way out of the crisis. Each individual can behave responsibly and humanely towards living environment, but also that it destroys every step. Also it can make and groups (families, schools, companies) and institutions (laws, standards, inspection, state). Also, we can talk about three territorial levels, concentric circles, responsibility or irresponsibility to create environmental risks and ecological crisis: the local level (waste disposal site, contaminated rivers and lakes): regional level (“acid rain”, a nuclear power plant): Global level (the destruction of biodiversity, ozone depletion, global warming due to excessive amounts of carbon dioxide in the atmosphere).¹⁰ There are countries which are due to its rapid industrial development influenced the spread of all three mentioned circle of environmental risks and ecological crisis. These are the US and Russia in the previous century, and China late last during this (XXI) century. Celebrities are pictures of people in big cities in China go down the street wearing gas masks, to protect themselves from carbon dioxide and other harmful substances. China is facing a serious challenge on the destruction of the environment. If we do not take urgent measures for its protection, will come to the destruction of forests, the extinction of animal and plant species, converting the land into the wilderness, the disappearance of drinking water and the inability of people to live in certain urban communities”¹¹.

1.2. Environmental awareness

The question is: why does man destroys the environment? One of the reasons is the lack of awareness of importance of the environment as man’s natural environment, the source of its existence, and working and living resources

⁹ Ivan Cifrić, *Modern society and a global ethic, the perspective of the human heritage*, Zagreb: Croatian Sociological Association, 2000, p. 58th

¹⁰ A detailed description and analysis of global environmental risks seen in the book: Jeanne X. Kasperson, Roger Kasperson, *Global Environmental Risk*, New York: United Nations University Press, 2001a.

¹¹ Darcey J. Goelz, *China’s Environmental Problems: Is a Specialized Court the Solution?* Washington: International Law Journal, January 1, 2009.

that should be used sparingly. Another reason is the domination of desire and motivation for achieving the greatest possible profit regardless of the environment problems and consequences. The third reason of poverty is associated with low level of general culture in particular and environmental culture. Factors that influence the formation and changing environmental awareness, attitudes and behavior of people: culture, socialization and education.¹² Environmental awareness is associated with the traditional view of the need for the domination of man over nature and winning the nature. Instead, today it takes the view that talks about the full balance between man and nature, human activities and natural resources. It takes awareness, "the objective existence of the ecological crisis, as well as awareness of the environment crisis as a social crisis."¹³ Protecting the environment is an important element in the survival and maintenance of every community it is not only the need but also the obligations of individuals and groups in modern consumer¹⁴ society that its immoderate consumption and production of waste threatens the future of the next generation. Environmental awareness is important because the problems of pollution and destruction of the environment can not resolve laws regulations, modern technology, if people with their behavior, socialization and everyday acts of neglect harmonious relationship with nature and natural environment. Environment awareness is a collection of information, knowledge, values and sense of responsibility for "the environmental problems of the citizens" of all educational labor, social and political groups as well as individuals.¹⁵ Point out Erten, environmental awareness involves three important segments: the first, knowledge of the environment, its importance and its impact on human life; Secondly, the attitude towards the environment (fear, uncertainty, anger, anxiety, indifference, freedom, beauty, enjoyment) and third, useful behavior towards environment (conservation, maintenance of the existing law and order).¹⁶ Environmental awareness will not occur spontaneously, disregarding of their level of economic, social and political development of society. It must be created, developed and maintained through the planned and / or spontaneous socialization of early school days until the ripe old age of every citizen. It is therefore essential that institutions

¹² Nora Haenn, Richard R. Wilk, *The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living*, New York: New York University Press, 2006. p. 7.

¹³ Milica Andevski, *Razvojne linije ekološkog obrazovanja*, Donji Milanovac: Zbornik radova, Ekološka istina, 2002. str.339.

¹⁴ Abdullah Karatas, *The Role of Faculties of Education in Increasing Sustainable Environmental Awareness of Society*, European Journal of Sustainable Development, October 1, 2013. p. 234.

¹⁵ Abdullah Karatas, *Isto*, p. 235.

¹⁶ Sinan Erten, S. (2012). *Environmental Consciousness among Turkish and Azeri Candidate Teachers*. Education and Science. 2012. Vol. 37, No 166, p. 91-92

(schools, local communities) and civil associations to develop strategies for the preservation of the environment. Strategies include periodically inform as many citizens of the state of the environment in their immediate surroundings, and the celebrations marking the day of the environment, promotion of activities that will make everyone responsible for the environment, rewarding those who contribute to the protection of the environment constant school and informal education, especially children and youth on environmental issues and environmental situation.¹⁷

1.3. Ecological value

Attitudes towards environment depends on the evolution of individuals, groups and society. It is very important to emphasize an environment values as part of the total social value. "Eco-humanist values include social behavior, moral development, and ecological behavior. Thanks to these values and its appliance children feel respect and admiration for what people have not created, the living and non-living world that surrounds it, the responsibility and the need to meet and keep it."¹⁸ Ecological values are part of the culture, both traditional and modern and contemporary culture, because different cultures produce different ecological values. Ecological values can be divided into several levels, such as universal values, global, national, local, group (collective) and individual values. Universal values mean a sense of unity between man and nature, treating a man as a natural being; the feeling of injustice for all damages inflicted upon flora and fauna, realizing that well-being of human life is linked with environmental protection; understanding that market and profit could not be more important than environmental protection. Global values mean people should do everything to prevent certain plant and animal species; extinction that the creators of technological and scientific progress have in mind that their products can damage the environment ("greenhouse", "acid rain", damaged the ozone layer, radioactive and non-biodegradable materials); that international institution (UN, EU, World Bank, IMF, WTO and the WTO) should show more responsibility while making decisions, resolutions and warnings towards multinational companies and national governments in order to take measures protecting the environment. National environmental values are related to the responsibility to governments and systems of individual countries in building a sustainable society, economi-

¹⁷ Zhou Hui; Zhang Tingqin, *A Research on the Methods and Strategies for Developing Citizens' Environmental Awareness and Advancing Citizens' Environmental Contributive Actions*, Canadian Social Science, March 1, 2015

¹⁸ Emil Kamenov, *Opšte osnove pedagoškog programa*, Novi Sad: Dragon, 2007.

cally, socially and culturally developed that will protect the environment and its resources.¹⁹ Local, group or individual level of environmental values imply a feeling of shame and guilt over the bad condition of rivers, forests, lakes, sea, beaches, roads, quarries, streets, squares, gardens and huge urban and suburban deponia.²⁰

1.4. Environmental education

Environmental education is a set of institutional, formal or school, as well as informal (ecological groups, spontaneous actions of citizens, NGO) activities that people familiar with the forms and substance of ecological problems and environmental problems. The goal of environmental education is to encourage awareness of citizens, especially young people, in a humane, creative and responsible attitude towards their environment. Only informed and environmentally educated person is aware of the need preserve a healthy and clean environment as part of his own existence and culture. Formal and informal environmental education provides an opportunity to citizens (especially children and youth) of a community, through lectures and hands-on activities, to acquire the necessary knowledge and information or preserving and improving the environment.

Environmental education should include the entire educational system of the environment, but be continued in the area out of school through planning and implementation of its direct action in order to protect and preserve the environment. Therefore, environmental education begins in elementary school continues through secondary and higher education and then through formal education conducts and implements directly in the daily activities of people in their immediate and wider environment.²¹ Environmental education has several levels: education through teaching, school programs and courses, then education through media information, acquiring skills through practical activities in environmental groups, undertakings and institutions in society. The objective and the role of environmental education is to prepare, train and teach people, especially young people, to be reasonable, tolerant, practical and responsible, to understand that environmental degradation is at the same time endangering themselves, their living environment and en-

¹⁹ Jouni Paavola, Ian Lowe, *Environmental Values in a Globalising World: Nature, Justice, and Governance*, New York: Routledge, 2005. pp. 29-34

²⁰ John O'Neill, Alan Holland and Andrew Light, *Environmental Values*, New York: Routledge, 2008. pp. 4-8.

²¹ Joy A. Palmer, *Environmental Education in the 21st Century: Theory, Practice, Progress and Promise*, London and New York: Routledge, 1998.

dangering the entire mankind. No matter that the environmental education is for thirty years part of the education system and informal education in developed countries, environmental problems and ecological crisis continues to increase and deepen. From this perspective, we can talk about the failure of environmental education. Analyzing the results and effects of current environmental education in developed countries in the West, especially the United States, Selenium and Blumstein recognize that environmental education failed to bring about changes in attitude and behavior of people which is necessary in order to prevent harmful climate changes, loss of biodiversity and degradation of the environment as the three worst consequences of modern human behavior, threatening the rapid deterioration of life in Earth.²² No matter, scientists warnings or devastating consequences of climate change, there is no collective consciousness and collective activities more relevant in reducing and stopping those consequences. This collective inability to get people to behave more responsible towards the environment, in a certain degree is the results of the educational institutions that do not provide what is necessary for critical thinking and understanding of contemporary society.²³ Selenium and Blumstein point out that environmental education has not, built the two most important instruments of a free and democratic society, individual responsibility and social commitment. Therefore, they ask, What is wrong, environmental education and entire education, and state that both are because environmental education is not only a subgroup of the general education which teaches people about the physical environment, but also educates people about building sustainable society. They emphasize that the main cause of this general thinking that man is the master of everything, so as the environment.²⁴ Thus, environmental education needs significant creative, meaningful, purposeful incentives in order to stop further degradation of the environment.

1.5. Family and environmental awareness

Family as one of the primary and multifunctional social groups has an invaluable role in society. At all stages of organizational forms of human society, the family is the cornerstone of society. The family, in the first place, provides the ability to meet the needs for intimacy and understanding of its members, then the economical and psychological stability, security, and application of the rules of behavior and education. So, the family is a place

²² Charles Saylan and Daniel T. Blumstein, *The Failure of Environmental Education (and How We Can Fix It)*, Berkeley, CA: University of California Press, 2011. p. 4.

²³ Charles Saylan and Daniel T. Blumstein, *Isto*, p. 6.

²⁴ *Isto*, pp. 21, 38.

of acquiring cultural values, a place where a man socializes a place where they acquire first knowledge and achieve education whose ultimate outcome is development on capabilities. When it comes to violence and its impacts on the development of environmental awareness in children it is important to mention the gender differences. Men have a higher degree to knowledge about the environmental risks, but exhibit a less degree of care. It can be said that women are increasingly interested in environmental issues, and the role of women, acquired during the socialization process, shows more worry about others and exhibit a higher degree of altruism.²⁵ Families and parents are, first and foremost, responsible for transmitting information about the future of the world and the preservation of the planet, studying acceptable environmental problems, especially if one takes into account that the planet Earth is increasingly threatened. Ecological socialization should be taking up more of the total family socialization in contemporary society.

2. Methodological approach

2.1. The subject of research, objective and hypotheses

Subject of empirical research in this paper we set up a question: What is the influence of the family, parents and family socialization on the development of environmental awareness in Montenegro? The aim of the research is to describe the state of mind of children and young people in Montenegro, to detect the influence of family and opportunity for environmental socialization.

H1: Family influence on childrens environmental awareness is very low because the environmental awareness of adults is not sufficiently developed.

H2: The information on the ecological state of planet Earth are at low level.

H3: Parents influence the development of environmental behavior.

H4: Adults think that children in institutions and groups (schools, kindergartens, environmental associations) should develop knowledge about ecology and environmental rules of conduct, more than in a family.

H5: According to citizens perception, Montenegro justifies the fact that it is an ecological state.

²⁵ Rachel Stein, *New Perspectives on Environmental Justice: Gender, Sexuality, and Activism*, New Brunswick, New York:Rougers University Press, 2004.

2.2. Characteristics of the sample survey

Of attitudes and general knowledge of ecological awareness and environmental situation in Montenegro, as well as influence of the family on the environmental awareness of children was conducted using a survey questionnaire on the total sample of 454 respondents. Respondents were interviewed in all parts of Montenegro, Which included urban, suburban and rural areas. The questionnaire was subjected to statistical analysis by means of which the relevant data were obtained by the research target. To these and other indicators we have come through research conducted during May, June and July 2015, on a sample of 454 respondents, of which 56.7% were women 43.3% men. The sample consisted of individuals older than 25 years/ Respondents in the sample (age) were divided into four categories: 25-30 years (group which mainly targeted young single people but with developed environmental awareness of their surroundings): 31-40 years old (the group that has its own families and relatively developed environmental awareness): 41-50 years (category which in the most cases has children and grandchildren also relatively developed sense of environmental problems: 51 years and over (a category which also has descendants and well-developed environmental consciousness).

This research included respondents from all over Montenegro, out of which 43.3% of respondents come from urban, urban areas, 28.9% from suburban areas and 27.8% in rural areas which provides the necessary sample representatives for the research. The selection of respondents from the basic set-elected was partly targeted pattern, because we had to include respondents who have children and grandchildren and who are older than 25 years. Processing of data obtained from the questionnaire was carried out with the help of SPSS software program.

3. Analysis of the results of research

Since we have chosen degree of influence of the family on childrens environmental awareness as a subject matter important to note that we were specifically searched for those respondents who have children and grandchildren. To the question Do you have children or grandchildren? 72.2% of respondents expressed numerically or 328 persons has answered positively, while 27.8% or 126 respondents, circled NO.

3.1. The perception of the pollution of the planet

Initial phase of our research is focused on the general perception of respondents about the level of pollution of the Earth. The respondents were to express their personal level to agreement or disagreement with the claims- The earth is not polluted where absolutely stacking showed 55.6% of respondents, while the same value for the claim-Earth is not much polluted goes down to a smaller proportion (40%). Taking into account, which means that more than half of respondents believe that the Earth is not, or at least not much polluted tells about the fact that they are not sufficiently informed about environmental issues as theating the global level. The views that show the degree of disagreement with considerable, even critical pollution of the Earth are shown in the following parameters, 34.4% of respondents agree with the statement that the Earth is critically polluted, while 32.2% of them claims to be pretty polluted. To learn about the requirements for obtaining a general environmental awareness, we set up the question to respondents. Are you following and reading something about the rules of environmental behavior and concerns about the environment? We got the following results: 28.8% of respondents said that they read literature related to environmental issues and policies, 55.6% responded sometimes, which is the highest percentage, while 15,6% of them, or outnumbered 71 people responded that they never read this kind of literature. In order to get a better insight into the monitoring of environmental problems, we crossed and answers to the previous question with the variables gender and age and got the data displayed in Table 1.

Table 1.

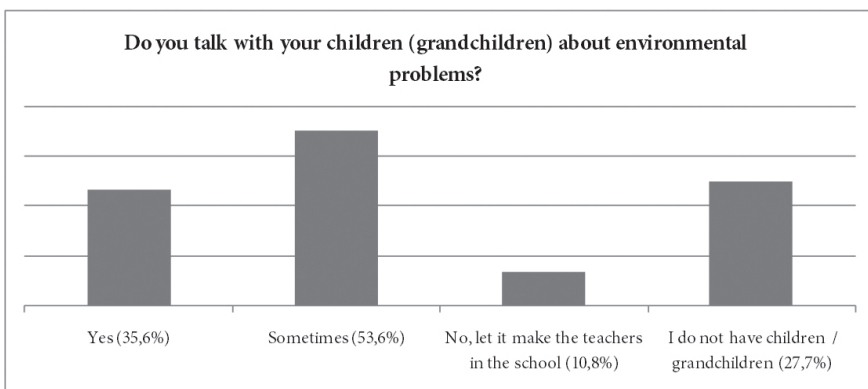
		<i>Do you follow and read about the rules ecological behavior and concerns about the environment?</i>			Total	
		Never	Sometimes	Often		
Gender	Male	Count	25	137	35	197
		% within Pol	12.8%	69.2%	17.9%	100.0%
	Female	Count	46	115	96	257
		% within Pol	17.9%	44.7%	28.3%	100.0%
Total		Count	71	252	131	454
		% within Pol	15.6%	55.6%	28.8%	100.0%

From this table, we see clearly that the relationship between the sexes there are more women that often accompany and read ecological literature and care about the environment (28.3%) while there is higher percentage of men than women who sometimes work mentioned above (69.2%). 12.8% of men and 17.9% of women. 71 of total respondents never follow or read something about the rules of environmental behavior and concerns about the environment. When we crossed the same question with the age we got an interesting results. Specifically, the group of respondents, of 25-30 years in most of the 69 % sometimes accompanies and read literature about ecological behavior and preservation of the environment, group 31-40 also on the same question gives answers sometimes (54.7%)but the high percentage of those who are dissuading option often (30.2%). Respondents ages 41-50 gaave the following answers: frequently 40%: Sometimes -50%: Never 10%. Category 51 or more on this issue, the highest percentage, the option never responded (47.9%).

3.2. *The presence of environmental issues in the family socialization*

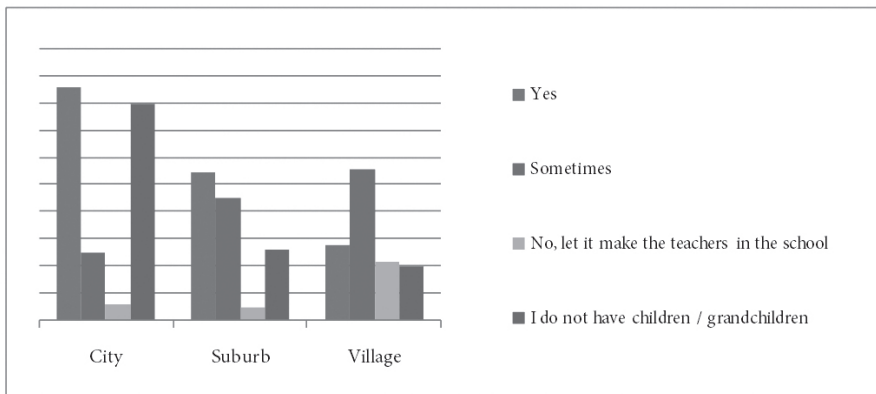
One of the key issues in this study is certainly the one related to parental influence on the development of childrens awareness of environmental problems, which is in the questionnaire expressed through concrete problems such as pollution of rivers, forests, land properly waste disposal etc. That is why we put the question to respondents Do you talk to your children (grandchildren) about environmental issues? Got visible results from the chart 1.

Chart 1.



The graph clearly evident we miss the single category out of respondents who have no children/ grandchildren) their percentage od 27/7% the largest number of individuals surveyed only sometimes talk to children about environmental problems (53.6%) then an encouraging 35.6% discusses regularly with children/grandchildren of the above mentioned issues, while 10.8% of respondents or 35 of the total number consider that it should be only teachers in the school. We were interested in to see how the affects the presence of housing issues and problems of ecology in living place. Data are shown in the chart 2.

Chart 2.



The graph shows the largest number of respondents from urban areas develop awareness of environmental problems with descendents Yes is closed by 43.6% Sometimes, 12.8%No, let the teachers do it in the schools 3%. In the suburbs, also excluding the categories that have no descendants (19.7%) the results are as follows: Yes 42.3% which is, again, the highest percentage in this group, Sometimes, 34.2%, No let the teachers do it in the school 3.8%. When we talk about rural areas, therefore the villages, most respondents circled the answer “Sometimes” 43.9% followed by Yes, 22.5% while for the answer number there chose them 17.8 %. In this group, 15.8% respondents have no children or grandchildren.

3.3. Environmental awareness

Of adult members in the Montenegrin families in order to find out what is the level of personal awareness of adult family members, we set up a group of questions that indirectly reveal their behavior towards the environment and

thus overall level of resources for the acquisition of environmental awareness and its transfer to the younger members. Respondents were supposed to express their agreement with the views presented in the tables that follow.

Table 2.

<i>"I'm saving energy (light, water, heating)"</i>		Percent
Degree of agreement	Always	26.7%
	Sometimes	33.3%
	Rarely	21.1%
	Never	18.9%
	Total	100.0%

Table 2 "I Save energy (light, water, heating)" Percentage degree of agreement always 26.7% Sometimes 33.3% Rarely 21.1% Never 18.9% Total 100.0%. The table 2 we can conclude that the majority of respondents conserve energy and behave responsibly towards energy resources but also that 40% of citizens have no awareness of the need to save energy, but also boasts wasteful and irresponsible towards this natural resource.

Table 3.

<i>Strolled across the lawn because it is closer to go short cut</i>		Percent
Degree of agreement	Always	38.9%
	Sometimes	44.4%
	Rarely	10.0%
	Never	6.7%
	Total	100.0%

I go across the lawn because it is closer to go short cut " Percentage degree of agreement always 38.9% Sometimes 44.4% Rarely 10.0% Never 6.7% Total 100.0%. The attitude towards the green surface (in this case grass) reveals an even lower level of environmental awareness among Montenegrin citizens and therefore reduction of the potential on positive impact on family formation developing environmental awareness among children and youth.

Table 4.

<i>I throw the garbage where it is convenient for me if me no one else sees</i>		Percent
Degree of agreement	Always	47.8%
	Sometimes	28.9%
	Rarely	7.8%
	Never	15.6%
	Total	100.0%

Table 4 “I throw the waste where convenient for me only if nobody else sees” Percentage level of stacking 47.8% Always Sometimes Rarely 28.9% Never 7.8% 15.6 Total 100.0%.The fact that 76.7% of respondents throw litter on the sidewalk, street, the green surface and the like. If no one sees them, is a disappointing and painful fact of spontaneous ecological awareness among adult citizens of Montenegro (Table 4).

However, we find one significant contradiction in the spontaneous behavior of citizens towards others that pollute the environment. We set up the question whether respondents would react if they happen to others polluting the environmental and come up with encouraging results that 67.8% of people involved in this research are always or sometimes warning individuals that behave ecologically unacceptable (Table 5).

Table 5 “ When I notice that someone pollutes the environment, I always warn him “Percentage degree of agreement always 31.1% Sometimes 36.7% Rarely 21.1 % Never 11.1% Total 100.0%.

Table 5.

<i>"When I notice that someone pollutes the environmentmake sure to warn "</i>		Percent
Degree of agreement	Always	31.1%
	Sometimes	36.7%
	Rarely	21.1%
	Never	11.1%
	Total	100.0%

3.4. Awareness of the need for environmental educations of children and youth

Once again, the key theme of this work- family influence on the development of environmental awareness of children –presents perception of our respondents about the need for environmental education as an important mechanism for the acquisition of environmental awareness in Montenegro. To learn something about it, we asked, “Do you think children should be environmentally educated”? The analysis of responses helped us to receive the following information: 2.2% of respondents believe that children should be educated only at school; the same percentage of respondents think that finding out about the environmental conditions need to be learnt only in the family: 3.3 % of respondents believe that the younger generations shouldn't require environmental socialization, and that they will deal with their own life, while the greatest number, percentage of them 92.2%, believe that children should be environmentally educated in the family and at school. This is certainly the greatest potential for development of ecological awareness among Montenegrin citizens, but that potential can only be formal and deceptive if it is not accompanied by immediate and proper attitude towards the environment through daily behavior of citizens, if it is not supported by local and state authorities.

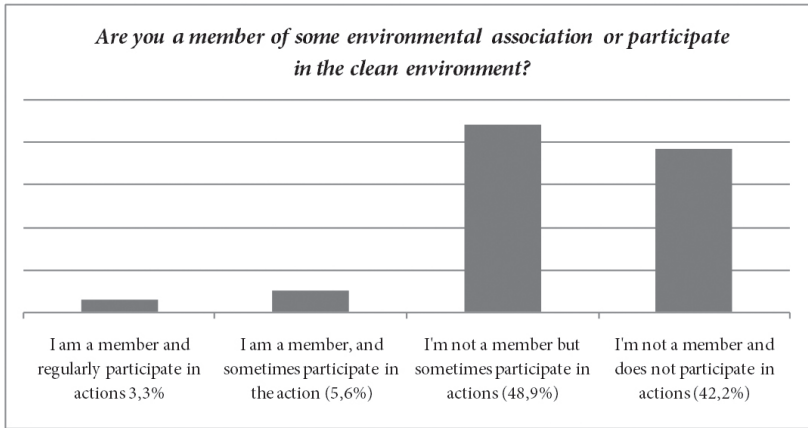
3.5. Environmental activism and “ecological state”

Declares the question whether Montenegro justifies the fact being an ecological state “respondents gave the following answers: 7.8% answered with “Yes, completely”; 30% chose the answer “Yes, only partially“, while 34.4% of the sample believes that Montenegro does not justify that position. 27.8% opted for the “can not judge”. Continuing in a similar context we asked the question regarding the environmental conditions and the situation Montenegro getting closer to the European Union and we see that most of our respondents believe that there is a very small or invisible progress in improving policies and practices on environmental protection.

Table 6.

<i>Is that, in your opinion, Montenegro, closer to EU enhance environmental policy?</i>		Percent
<i>Assessment of the state</i>	Yes, very clearly	11.1%
	Very little	33.3%
	Not visible	30.0%
	I can't estimate	25.6%
	Total	100.0%

Table 6. In your opinion did Montenegro, approaching the EU improved its environmental policy? Percentage assessment of the situations Yes, very evident very little 11.1%, 33.3% No, it is not clear 30.0%. Can not estimate 25.6% Total 100.0%. Once again returning to a focus of this study we wanted to examine opportunities of environmental activism and environmental organizations in Montenegro both in children and adults. To the question “Do you believe that Montenegro has enough environmental organizations and activities for children of school age”? Most respondents think that there is not enough (40%) or no (6.6%), while 6.7% think that there are enough associations and actions that prepare children for a desirable positive attitude towards the environment. Also, we see that a large number of adults, or respondents in our research, are not members of any environmental association (Chart 3), but sometimes participate, environmental actions (48,9%), but there also a large percentage of those who are not members of environmental associations and never participate activities (42.2%), which once again is an indicator that shows that small ecological activism may take part in absence of the potential for raising environmental awareness among citizens (especially young people) in Montenegro.

Chart 3.

4. Discussion of the results of research

Analysis of the results of our research shows that family influence on environmental awareness of children in Montenegro is small because of rarely and little family discussions about environmental problems and ecological spontaneous adult behavior is not as being expected of a higher degree of environmental awareness of citizens, how to contribute in building an environmental awareness among children. This is our first hypothesis (Family influence on children's environmental awareness is very low because environmental awareness is not developed enough adults) confirmed. Research has shown that our participants (Montenegrin citizens) do not have enough knowledge about the general environmental problems of the earth, because they weak and rarely get informed about global environmental problems. This confirms our second hypothesis (information on the ecological state of the planet Earth are at a low level). The results of the questionnaire show that they influence the formation of environmental awareness in children (not conscious and planned), but that they do not spontaneously comply with relevant environmental policies, principles and views. This is our third starting hypothesis (Parents influence the development of environmental awareness of children but themselves often do not follow the rules of environment behavior) being partially confirmed. The results of our study showed that parents in Montenegrin families believe that environmental education and ecological rules for healthy behavior should be equally acquired at school and in the family. This knowledge does not confirm our fourth starting hypothesis (adults believe

that children in institutions and organizations such as (schools, kindergartens, environmental associations) should develop knowledge about ecology and environmental rules of conduct, more than in the family). This encouraging finding partly contradictory perceptions of the majority of our respondents about the environmental problems, is the small signal on options for further work and development strategy for greater participation of the family in obtaining environment awareness among children and youth in Montenegro. Contrary to official political views and media presentation, our respondents did not support the view that "Montenegro is an ecological state". This paragraph does not confirm nor our fifth hypothesis from which we started the study (According to citizens' perception, Montenegro does not justify the fact of being an "ecological state").

Conclusion

This study started from the premise that environmental problems are increasingly common in the modern world and that scientists, researchers and experts continually point to continuously and seriously associating environment and threaten its destruction. Regardless of all the scientists point out, the existence of a formal declaration and a strategy for exiting the crisis and improving the ecological state of the environment, in generally, environmental problems are constantly multiplying. There is no enough environmental awareness, environmental values daily suppresses, environmental education does not provide practical results and increases the degree of desirable environmental awareness. The research that we conducted using the questionnaire in targeted and selected subjects in Montenegro shows that the family has no significant impact, desirable and necessary to the acquisition of environmental awareness, environmental values and sustainable ecological behavior of children and youth. In this respect, it is necessary significant involvement of the family, schools, environmental organizations and citizens, in order to justify the proclaimed fact that Montenegro is an "ecological state".

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