



SDI FINAL EVALUATION FORM 1.1

PART 1:

Journal Name:	British Journal of Education, Society & Behavioural Science
Manuscript Number:	2014_BJESBS_12152
Title of the Manuscript:	Determinants of Proenvironmental Attitudes in College Students
Type of the Article	Original Research Article

PART 2:

FINAL EVALUATOR'S comments on revised paper (if any)	Authors' response to final evaluator's comments
There are a few more minor errors which I have highlighted in the paper. Otherwise the article is of a fine quality and offers many benefits to readers and researchers in pro-environmental education research.	Below are the highlighted areas in the ms which needed to be changed. Each was changed –when a suggestion was given the change was made accordingly. 1. The Theory of Reasoned Action argues that social cues are also important in the shaping of attitude-behavior consistency, and research confirms that the ethos of a social group contributes to environmental (to: and research confirms that the environmental attitudes of members of social groups influence the attitudes and behaviors of its members) 2. Each comment below came with a suggestion/suggestion followed the outcomes of enhanced environmental understanding desirable may very already be pro-environment, education is make available, easy, and salient any opportunities for pro-environmental behavior, particularly because students' attitudes toward the environment is a function of their most recent recollection of behavior toward the environment [34]. Thus, offering opportunities for experiences in natural settings, especially those that are unstructured and allow for spontaneous interaction with nature can result in proenvironmental attitudes [18, 21, 25]—either ecocentric or anthropocentric. If person in the peer group have these proenvironmental attitudes because all members have had these formative experiences, then the social approval component is built in for future, more sophisticated proenvironmental behavior. This tactic has the best chance of being successful, but will require the most effort on the part of environmental educators, teachers, and (especially) parents. On the other hand, it describes possibilities likely only among the middle class, who have such choices. 5. CONCLUSION In sum, the results of our study add to the growing discourse that attempts to explain why different people treat the natural environment differently. While our self-report method was similar to those of previous researchers [12, 18, 21] it is an improvement on survey-based studies through its treatment of ecocentrism and anthropocentrism as two distinct attitudes, rather than grouping them

Comment [T1]: if the outcomes....ARE desirable.

Comment [T2]: awkward; Suggestion: may already be very pro-environment[al]?

Comment [T3]: "is TO make"

Comment [T4]: persons



SDI FINAL EVALUATION FORM 1.1

	together as proenvironmental attitudes. Understanding how to present proenvironmental opinions to different people in order to be beneficial and socially acceptable will increase
--	---

Comment [T5]: in order to beas beneficial and socially acceptable