



SDI Review Form 1.6

Journal Name:	<u>British Journal of Education, Society & Behavioural Science</u>
Manuscript Number:	2014_BJESBS_14545
Title of the Manuscript:	Effect of Level and Diversity of Education on Environmental Awareness
Type of the Article	

General guideline for Peer Review process:

This journal's peer review policy states that **NO** manuscript should be rejected only on the basis of '**lack of Novelty**', provided the manuscript is scientifically robust and technically sound.

To know the complete guideline for Peer Review process, reviewers are requested to visit this link:

(<http://www.sciencedomain.org/page.php?id=sdi-general-editorial-policy#Peer-Review-Guideline>)



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PART 1: Review Comments

	Reviewer's comment	Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)
<u>Compulsory</u> REVISION comments	This manuscript is very interesting. The data analysis is impressive. However, I think the structure of this paper needs to change. When you introduce the existing study, you should point out what's limitation of them, and then you can point out your objective. Before you conduct your data analysis, please introduce the methods you used, and why you want to use these methods. By re-organize the contents, I hope you can make clearer about: 1.problems of exiting study; 2. your objective; 3. your add value.	Changes have been brought as suggested
<u>Minor</u> REVISION comments	Line 17 : It's better not use "may be" in a scientific paper. You can give a reference to prove your opinion. Line 18: not proper English Line 24 : In this paragraph, give some references to prove your opinion. Line 69: give reference Line 120: Before you introduce in this section, I still do not know what's the problems in the current research. I think it's better to point out what's the limitation of the current research. Line 122: Why we should achieve this objective? Line 171-172: you said this is a hypotheses before, now why it becomes a rationale? Line 195: you said "above", but I don't know where is the above? Line 205: what's is K/R method? give reference. Line 216: what's meaning? and why you use "one-way ANOVA" and "t test"?	17. Word 'may be' is replaced with 'it is'. 18. Sentence has been rewritten. 24. References have been cited. 69. Reference has been cited. 120. Limitation of the study has been cited. 122. Importance of the objective of present research has been explained. 171-172. To formulate the current hypotheses rationale has been explained. 195. Above word correction has been done. 205. K/R method is abbreviation of Kuder-Richardson Repetition method. Change incorporated.



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	You need introduce these methods in previous part. Line 303-305: rephrase this sentence. I don't know your meaning. Line 306: From your conclusion, I can see the result of your work, but what's your add value compare with the existing research? I still feel confuse.	216. Along with purpose of using ANOVA and 't' test the purpose of these tests has been explained. 303-305. The sentence has been rephrased. 306. The new output of the current research is that the level of education has effect on environmental awareness than the pure science and environmental science education.
	Line 39: put the reference number outside of the quotation marks. Line 101: two "since" in an adjacent place, it's not good. Line 182: I think this part you need to introduce what kinds of data you gathered. How can you prove that the data you gathered can support your research. It's better to list the criteria you made in the survey, or else, I cannot accept your opinion. Line 203: the range should be -8 to 43? Line 216: give abbreviation SD here	39. Change incorporated. 101. Correction is made removing the word since. 182. Primary source of data was obtained through the questionnaire method making it very reliable and valid. 203. the range of raw scores remain 0 to 51 on the whole scale 216. Abbreviation SD is given in the place of Standard Deviations.