

STUDY OF ATTITUDE OF STUDENTS TOWARDS ENVIRONMENTAL AWARENESS: A CASE STUDY

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Abstract:

Environmental Education is a process of recognized values and clarifications in order to develop skills and added tools to understand and participate, appreciate the inter-relationship among man, his culture and bio-physical surroundings. It creates an overall perspective, which acknowledge the fact that natural environment and manmade environment are inter-dependent. It should consider the environment in its totality and should be a continuous lifelong process beginning at the pre-school level and continuing through all stages. It should be inter-disciplinary and examine major environmental issues from local, national and international point of view. It should utilize various educational approaches to teach and learn about and from the environment with stress on practical activities and firsthand experience. It is through this process of education that people in the society to be aware towards protection of environment and make them skilled to solve environmental problem so as to enable them to participate in the activities undertaken for the protection of environment. Environmental attitude is learned predisposition to respond towards a consistently given object negative or positive. Environmental behavior determines those actions which contribute towards environmental preservation and conservation is more eco-friendly awareness. The present study was conducted on the students of classes IX and X of a private co-educational school Narsingarh. In this study 100 students participated (50 boys and 50 girls). The was questionnaire used to collect the data from students about the environmental awareness and degree of awareness among students. Percentage calculation was used to find the performance of the students. Coefficient of correlation "r" was used to find out the relation hip between achievement in environmental education and environmental awareness ability. The result of the study indicated that the students are not performing well to solve the problems of population explosion, exhaustion of natural resources and pollution of environment. As a result students are not having enough awareness and skills for identifying and solving problems. No significant positive relationship was found between achievement in environmental education and environmental awareness ability. Some recommendations were made on the basis of the study.

KEYWORDS:

Environment ,Attitude, Conservation students and Teachers .

INTRODUCTION:

In recent years there has been a growing concern in India regarding the steady deterioration in country's environment. Unplanned development, rapid industrialization and unprecedented growth in population with its accompanying poverty and deprivation are recognized as being the main causes of environmental degradation. Thus humanity is threatened immediately by two major problems such as population explosion and irrecoverable destruction of natural resources affecting biosphere's environmental quality such as soil erosion, fresh water availability, food production, energy utilization,

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population loading , rate of deforestation, global warming ,Ozone depletion.

REVIEW OF LITERATURE:

Sharma (2003) showed that specially the behavior involved various aspects of handling hazardous and controlled wastes in a sample of 642 United States Army soldiers'. Despite the strong Army culture in which the "chain of command is highly emphasized ,behavior intentions across behavior were primarily attitude driven. Furthermore, this attitude –behavioral intention link was mediated by variable levels of situational constraining .Behavior associated with high situational constrains reflected a strong attitude–intentional relation than those behavior under more volitional control.

Thote (2007) found that knowledge, attitude-behavior model describe that increase in knowledge will change in attitude which will in turn influence behavior. Consequently environment–knowledge and attitude have been frequently evaluated when attempting to determine the effect of outdoor education programme on the development of environmental responsibility. Programmers' most likely to change behavior involve concrete ,environmentally positive, action oriented experiences, a relevant content and long term involvement support follow –up and reinforcement by role model.

CONTEXT OF THE STUDY AND THE STATEMENT

In the current context the need for studying the environmental awareness of secondary school students is a must. It is very essential for each individual to develop an awareness of protection and preservation towards environment. Our environment is threatened due to many hazards. Air, water and soil pollution is on the increase. Degradation of environment results in many problems. Therefore there is a great need to protect and preserve our environment. The role of students would go a long way in achieving such desired goals. In order to hasten their awareness towards environment. It is necessary to know what levels of awareness they possess towards environment.

OBJECTIVES :

- 1.To assess the environmental awareness of class IX and X Students.
- 2.To study the role of students in strengthening environmental education .
- 3.To find out environmental awareness ability among students.
- 4.To find relation between achievement score in environmental education and environmental awareness ability.

Tool:

The questionnaire was used to collect the data on the role responses of students. Environmental awareness ability measures are also used as tool. It measures the extent and degree of awareness of the students about environmental pollution and its protection and consists of five components viz (i) causes of pollution, (ii) Conservation of soil, forest, air, etc.(ii) energy conservation (iv) conservation of wild life and animal husbandry .More and several items in each components constituting the total of 50 items on scale.

Sample:

The present study was conducted on 100 students of standard IX and X of Senior Secondary Public school of Narsingarh. Out of 100 participants 50 were Boys and 50 Girls. The youngest age in this research sampling was 13 years and oldest was 16 years. The average age was 13 years.

Class	No of students		Total	%
	Boys	Girls		
Class IX	22	28	50	50
Class X	28	22	50	50
Total	50	50	100	100

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Reliability: To determine the reliability of the instrument a pilot testing was done by using 20 students from private English medium school of Morena District. A test-re-test method was used. The data obtained were analyzed using the Pearson product Moment Correlation Analysis. The result indicated a correlation coefficient of 0.90

Data Administration and Collection: The questionnaire was administered in the private English medium school of Madhya Pradesh to 100 students . The administration and collection of the questionnaires was done by the researchers and research assistants.

Hypothesis :

There will be no relationship between learning achievement of students in environmental education and environmental awareness ability.

RESULT :

From Tab-1 it is clear that 61% of students performing well and 39 % of students are not performing well to achieve the basic knowledge in environmental education . From a Table-2 it is clear that 28% of the students perform their role at high level ,55% of the students perform their role at moderate level and 17% of the students perform role at low level.

From Table-3 it is clear that 53% of the students performing well and 47 % of the students not performing well to protect the natural resources . From a Table-4 it is clear that 30% of the students perform their role at high level ,55% of the students perform their role at moderate level and 15% of the students perform role at low level.

From Table-5 it is clear that 64% of the students performing well and 36 % of the students not performing. From a Table-6 it is clear that 57% of the students perform their role at high level ,40% of the students perform their role at moderate level and 3% of the students perform role at low level.

From Table-7 it is clear that 62% of the students performing well and 38 % of the students not performing. From a Table-8 it is clear that 32% of the students perform their role at high level ,46% of the students perform their role at moderate level and 22% of the students perform role at low level.

Table :-1 Responses of the students to achieve the basic knowledge in environmental education

S No	Particulars	Yes %	No %
1.	Role to take interest and know the objectives of environmental education	75	25
2.	Role of advice of the parents and society about the importance of environmental education	63	37
3	Role to instruct the parents and society to feel the impact of environmental education.	64	36
4	Role to help society to acquire a basic understanding and its associated problem	63	37
5	Role to help the social groups and individual to acquire an awareness and sensitivity to the total environmental and its allied problems through various competitions like speech, drawings , dramas.	65	35
6	Find out the solutions for developing awareness of environmental education through community meeting or camp.	65	35
7	Helps to social groups and individuals acquire with skills for identifying and solving environmental problems	55	45
8	Knowing the ecosystem	70	30
9	Role to know the impact of environmental education	61	39
10	Achievement of the students in environmental education .Average percentage of performing and not performing role respectively.	30	70
Total	Average percentage of performing and not performing role respectively	61	398

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Table 2: Classification of students on their basic knowledge in Environmental Education

S No	Particulars	Frequency	Performance in percentage
1.	High level	28	28
2.	Moderate Level	55	55
3	Low level	17	17

Table 3: Response of students”to protect the natural resources”

S No	Particulars	Yes %	No %
11.	Role to protect the natural resources of land or soil	65	35
12.	Role to protect the natural resources of water	53	47
13	Role to protect the natural resources of air	29	71
14	Role to protect the natural resources of sunlight	58	42
15	Role to protect the natural resources of minerals	18	82
16	Role to develop afforestation	69	31
17	Role to prevent deforestation	48	52
18	Role to protect coal mines	18	82
19	Role to participate in the field trip to the appreciation of wind energy ,solar energy ,sea wave energy, biotic energy atomic energy	57	43
20	Role to know the appreciation of trees and wild animals and protect the same.	47	53
Total	Average percentage of performing and not performing role respectively	53	47

Table4: Classification of students on preservation of natural resources .

S No	Particulars	Frequency	Performance in percentage
1.	High level	30	30
2.	Moderate Level	55	55
3	Low level	15	15

Table 5: Responses of students in protecting environmental pollution

S No	Particulars	Yes %	No %
21.	Role to cause ozone depletion	74	26
22.	Role to cause acid rain	75	25
23	Role to avoid air pollution especially bursting of crackers	45	65
24	Role to avoid air pollution	57	43
25	Role to avoid water pollution	65	45
26	Role to avoid land pollution	71	29
27	Role to do social cause like proper disposal of sewage, water effluents, hospital wastes and industrial waste.	68	32
28	Role to avoid the use burning of plastics	71	29
29	Role to avoid the use of plastics	64	36
30	Role to make gohar gas plant	49	51
Total	Average percentage of performing and non –performing respectively	63.9	36.1

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Table6: Classification of students in protecting environmental pollution .

S No	Particulars	Frequency	Performance in percentage
1.	High level	57	57
2.	Moderate Level	40	40
3	Low level	03	03

Table-7 Responses of the students on environmental and social issues.

S No	Particulars	Yes %	No %
31.	Role to help the society to follow environmental protection act.	66	34
32.	Role to know about the impact of global warming	71	29
33	Role to conserve the rain water harvesting in every house	74	26
34	Role to help the society to avoid the CO ₂ , SO ₂ gas by the burning of coal underground oil gas.	41	59
35	Role to know the impact of chlofluro carbon in atmosphere in atmosphere	70	30
36	Role to guide the people about the conservation of human health.	74	26
37	Role to help to known the moral values of environmental education.	66	34
38	Role to help society to know the human rights with respect to environmental education	47	53
39	Role to advice the society not to carry the unnecessary fancy life for the protection of environment	25	75
40	Role to give awareness about HIV/AIDS to the society	85	15
Total	Average percentage of performing and non –performing students respectively	62	38

Table8: Classification of students in protecting environment and social issues.

S No	Particulars	Frequency	Performance in percentage
1.	High level	32	32
2.	Moderate Level	46	46
3	Low level	22	22

Table9 : Showing the value of "r" and its significant

N	r	df	Significant at 0.01 level
100	0.8	98	0.01

FINDINGS

- 1.Role of students to achieve the basic knowledge of environmental education is 61. per cent and only 39 per cent of students performing at high level.
- 2.Role to protect the natural resources is 53per cent of students and only 47 per cent of students performing at high level.

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3.Role of students in protecting the environmental pollution is 64 per cent of students involving and 36per cent of students performing at high level.

4.The role of students keeping the relation between environment and social issues is that 62 per cent and 38 per cent of students performing at high level.

The conclusion is that students are not performing their, role properly and systematically at high level in strengthening environmental education. Therefore student's involvement is needed in optimum level for above mentioned roles in strengthening the environmental awareness. Also the students' role are not satisfied to protect the national resources.

EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

The present study reveals that the students do not aware of some of the roles. Special training should be given to students.

This study will help to find out environmental achievement of students as awareness. The level of environmental awareness has been identified among students on the basis of their scores on the environmental awareness. The students are having lower level of environmental awareness, i.e., students are not having enough awareness and skill for indentifying and solving environmental problems. So the achievement in environmental education is also in lower level. As a result achievement of students depends upon the awareness in environmental education.

Based on the results obtained from the study. Some suggestions were worked out for developing environmental awareness among students :-

- 1) Students should maintain a good rapport between community, parents, and in strengthening the environmental education.
 - 2) Students should help to develop the society by giving guidance to remove the social issues in environmental education.
 - 3) The students should contribute to out-of-class activities of real experiences like local visits to ponds, lakes, rivers, farms, zoos, factories, quarries and geological sites, ancient monuments, national park and nature trails.
 - 4) The students should study the community of vegetation and the plant formations.
- The outdoor project. Debate and the orientation programme should be assigned to students to enrich and strengthen the environmental education.

The environmental based project or out-of-class activities should also be given to students for real experiences to increase performance of students to strengthen the environmental education. The environmental day should be celebrated all over the India for strengthening awareness programme.

CONCLUSIONS:

1. The process of environmental education must be encouraged in schools where the students become aware of environmental issues.
2. They should recognize or review the relationship between human and nature.
3. They should develop skills to solve environmental problems.
4. Develop conscious among students to conserve and preserve ecological balance.

RECOMMENDATIONS:

1. Parents and teachers should try to inculcate knowledge about environment among students and develop positive and healthy attitude towards environment from the very beginning of their childhood.
2. There is urgent need to organize and conduct educational programme, Group discussions in school in all the classes should focus on environmental issues.
3. Environmental attitude, which would have significant impact on intentional ecological behavior must be emphasized that may direct people towards preservation and conservation of environment.

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