



## A Study of Environmental inputs for secondary Schools Students in & outside school & among urban and rural secondary Schools

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### ABSTRACT

*Environmental Education is an integral part of the education process. Urban students have considerably more access to different clubs, mass media, co-curricular activities, trips, visits, content knowledge and relatively more percentage of urban students received EE from all these activities and shows that there is difference in the environmental education input between rural and urban students even though difference is small. There is no significant difference in input for environmental education from other activities except from content. Urban students gained relatively more percentage [20%] environmental education from content.*

**Key words : secondary school, cocurricular activities, visits**

### Introduction

Environmental Education can be defined as “the sum of all external conditions affecting the life development and survival of an organism”. It should aim at building up a sense of value, contributing to public well being and concern itself with the survival of the human species. Environment includes all the conditions, circumstances and influences surrounding and affecting an organism or a group of organisms. So, it may be stated that the concept of environment in its totality is a complex one, far ranging in its implications and challenging to our understanding. Abraham and Arjunan (2005) found that the secondary school student did not have a high level of environmental interest. The boys and urban students were found to have more interest compared to girls and rural counterparts respectively. Fisman, L. (2005), showed that the local environmental awareness found only among students living in high socio-economic neighborhoods.

### Objectives of the study:

- To study the Environmental Education input for the students of Std. IX .
- To study the difference in the Environmental Education input between the rural and urban secondary school.

### Research Questions and Hypothesis:

- What is the Environmental Education input for Std. IX in Hassan Taluk?
- What are the differences in the Environmental Education input between rural and urban secondary students?

### Materials and methods

#### Environmental Education Input:

Curricular and co-curricular activities provided relating to environmental education in and outside schools, like special lectures, group discussion; CCA like essay writing, drawing, debate, celebration of world environmental day, field trips and its organization of activities through different clubs, use of mass media for environmental related programs and participated in varied activities through other organizations and informal sources outside the school.

### Sample of the study:

Sample of the study was selected at 2 stages:  
Selection of schools. 2. Selection of students.

### Selection of schools:

Totally 6 schools were selected randomly out of which 2 were rural, 4 were urban. Further among urban schools 2 are private and 2 are government schools.

### Selection of students:

In the schools where the strength of the students in Std. IX in each of 3 or 2 section is 35 all the students in any one section were considered as the sample for the study, whereas in the schools where more than 35 students in each of different sections. Only 35 students were selected systematically from any one section. Thus the total sample consisted of 207 students.

### Sample of the study

School	Boys	Girls	Total
<b>Urban</b>			
Govt. Composite Main Girls PU College.		35	35
Govt. Boys High School	32		32
St. Philomenas Girls Composite PU College		35	35
C.K.S.Boys High School	35		35
<b>Rural</b>			
Dasarakoppalu Govt. High School	19	16	35
Doddakonagula Govt. High School	20	15	35
<b>Total</b>	<b>106</b>	<b>101</b>	<b>207</b>

### Tools used in the study:

**Variable:** Environmental education input, **Tool used:** Questionnaire Constructed by the investigator

### Techniques used for analysis of data

The qualitative data and quantitative data was collected from both primary and secondary sources. Percentage analysis was used to describe Environmental education input.

### Results

#### Environmental Education input in the Schools related for the study:

The details of the item-wise analysis of the student's responses to the above said questionnaire are presented as below.

Co-curricular activities [C.C.A.] for Environmental Education:

The results (table1) indicated that, it was seen that over all there was no much difference in the Environmental Education by C.C.A. for urban and rural students but in certain activities like quiz, gardening, partition of urban students is more. Whereas in all other activities the difference is negligible (<10).

**Table 1: Difference in percentage between rural and urban students in different C.C.A.**

Activities	% participated		Difference Urban – Rural
	Urban	Rural	
Essay	25.64	21.43	4.21

Debate	3.71	5.71	-2
Quiz	28.38	12.86	15.52
Song	8.14	2.86	5.28
Skit	4.38	0.00	4.38
Drama	1.43	4.29	-2.86
Drawing	25.14	18.57	06.57
Exhibition	9.54	17.14	-7.6
World Environment day	16.86	15.71	1.17
School day	16.83	18.16	-1.33

Vanamahotsava	18.05	10.00	8.05
Gardening	90.53	72.86	17.67
	20.97	16.63	4.34

**Visits and Trips for Environmental Education:**

The percentage of students who visited different places of environmental importance was computed and the details are tabulated in the table 2. 49.08% of students visited places of environmental importance and 25% of students got Environmental Education from this.

Highest 45.37% from zoo, 22.05% from family and least 17% from trips with family and visit to industries.

**Table 2: The difference in percentage of rural and urban students who visited places of Environmental importance and received E.E.**

Visits and Trips	% of students visited		Difference between Urban & Rural	% of students received EE		Difference between Urban & Rural
	Urban	Rural		Urban	Rural	
School Trips	38.20	37.14	1.06	25.58	18	7.58
Family Trips	47.33	25.71	21.62	22.8	18.57	4.23
Industries	42.97	31.42	11.55	20.97	8.57	12.4
Zoo	89.18	60.1	29.81	48.03	22.14	25.89

**Mass Media and Environmental Education**

About 30% (table 3) more urban students use different TV channels like national geographic channel, discovery channel and cartoon shows and read more newspapers / periodicals and from these sources they got more environmental education [ranging from 11 to 33%] compared to urban students.

**Table 3 : The difference in percentage of students who used Mass Media for EE**

Mass Media	% of students use		difference between Urban & Rural	% of students gained EE		difference between Urban & Rural
	Urban	Rural		Urban	Rural	
Radio	70	75	5	12.55	8.57	3.98
Films	49.95	54.29	4.34	7.4	7.14	0.26
News paper/periodicals	70.69	32.86	*37.83	23.74	12.86	*10.88
T.V.	90	91	1	55.87	28.57	*27.3
Cartoon show	50.63	20	*30	3.64	11.42	7.78
Serials	49.92	52.89	-2.97	10.97	4.29	6.68
National Geographic channel	71.44	27.14	*44.3	34.15	1.43	*32.72
Discovery Channel	55.66	20	*35.66	24.31	4.29	*20.02
UGC Programmes	15.34	14.29	1.05	2.93	0	2.93
Other Programmes	18.8	15.71	3.09	4.29	0	4.29

Significant difference [greater than 10%] is indicated by \*.  
Other content Oriented for Environmental Education:

Results in the table 4 indicated that maximum significant difference is present in content (19.79%). Least difference is observed in Environmentalist and their contribution (-1.21 & 2.71).

**Table 4: The difference in percentage of student from other content related activities for Environmental Education.**

Activities	% of students received Environmental Education		
	Urban	Rural	Difference
Group discussion	16.78	20	-3.22
Guest Lectures	9.48	2.85	6.63
Environmentalist and their contribution	45.93 & 15.60	47.14&12.89	-1.21 & 2.71
Content	70.72	50.93	*19.79

Significant difference [greater than 10%] is indicated by \*.

**Discussion**

Environmental Education input study reveals that C.C.A are very helpful in all round development of students in general and Environmental Education in particular. Apart from this C.C.A. serve manifold purposes like proper utilization of leisure time, prevents from addicting to bad habits. Urban students have considerably more access to (difference ranging from 10% to 30%) different clubs, mass media, visits and field trips, content knowledge and relatively more percentage of urban students received EE from all these activities. There is no significant difference in input for environmental education from other activities except from content. Urban students gained relatively more percentage environmental education from content. This may be because greater emphasis and facilities is given for urban students in academic achievement from home, schools and surroundings. EE input both from school and other sources con-

sidered in the study is found to be not sufficient as these activities are the means to develop the application, attitude, skill, value appreciation components of EE, which is the need of the hour to save our only unique earth.

Prajapat (1996), Shobeiri et al (2007) who reported that there is significant difference between the government and private school students in the level of environmental awareness. Shazli Hasan Khan (2013) found that there is no significant level of awareness among senior secondary school students, but they could be made aware if proper guidance and counselling is given to them about environment and environment related awareness programmes. Ghosh (2014) reported that, Environmental awareness and attitude towards Environmental Education among the Secondary School male and female students was found not significant; but in case of rural and urban student the attitude towards environmental education was found significant (Andrejewski, 2011; Poonam, 2012).

**Implications of the study:** It is found that there is need to integrate EE components in all the subjects including Maths and History to a greater extent and the number of activities regarding EE should be increased which give first hand empirical experience to students. Exposure to mass media on environmental issues such as magazines, newspaper, radio, television, video tapes among others should be used effectively to impart EE.

## REFERENCES

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