



## A Comparative Study of Environmental Educational Inputs Among Secondary School Students

### KEYWORDS

Environmental Education, secondary school, cocurricular activities, mass media

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### ABSTRACT

The present study was conducted to study the Environmental Education (EE) inputs for secondary students (IX) in Hassan Taluk in the state of Karnataka. The sample consisted of 207 students from different schools [rural government, urban government and urban private schools]. The percentage analysis was used to describe EE input. There was no much difference in status of EE in rural and urban schools. Rural students have only teachers as their chief motivator where as for urban students apart from their teacher's parent's friends and other also motivated to attend environment related programmes. There was no much difference in the EE by C.C.A. for urban and rural students but in certain activities like quiz, gardening, partition of urban students is more. About 30% 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 compared to urban students.

### Introduction

Environmental Education has been described as education for the environment, education about the environment and education through the environment. Environmental Education is an integral part of the education process. It should be centered on practical problems and of an inter disciplinary character. However, it is considered that the ultimatum of environmental education is to develop environmental ethics-social, corporate, individual and global which impinges on quality of life and includes following actions consistent with ecological principles to be developed.

Rajput et al. (1980) reported, that only one of the four group (2 schools X 2 Class) were significantly different on Environmental awareness at pretest stage, whereas at the post test stage two experimental group were significantly better than the control group. Paramjit (1993) showed, that environmental awareness was more among boys of better socio-economic status whereas among girl, it was observed that the girls of lower socio-economic status had more environmental awareness as compared with boys.

### Objectives of the study:

1. To study the Environmental Education inputs like status of EE, motivation for EE, CCA, mass media for the students of Std. IX .
2. To study the difference in the Enviromental Education inputs like status of EE, motivation for EE, CCA, mass media between rural and urban secondary school.

### Research Questions and Hypothesis:

1. What is the Environmental Education inputs for Std. IX students in Hassan Taluk?
2. What are the differences in the Environmental Education inputs like status of EE, motivation for EE, CCA, mass media between rural and urban secondary school?

### Materials and methods

#### Environmental Education Input:

In this study Environmental Education input indicates both the 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:

1. Selection of schools.
2. Selection of students.

#### 1. 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.

#### 2. 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 differenet sections. Only 35 students were selected systematically. Thus the total sample consisted of 207 students from different schools [rural government, urban government and urban private schools] in the study.

### 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
Total	106	101	207

### Tools used in the study:

Following tools were used to collect the data on different variables of the study.

**Variable:** Environmental education inputs like status of EE, motivation for EE, CCA, mass media

**Tool used:** Questionnaire (Constructed by the investigator)

**Techniques used for analysis of data**

Percentage analysis was used to describe Environmental education input and analyse the data collected for the study.

**Results**

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

**Status of Environmental Education in School:**

It is found that there is no much difference (diff<10%) in status of Environmental Education in rural and urban schools (diff is >10%) like rural students are taught. Environmental concepts by providing activities and demonstrating holding competitions / special lectures / drawing essay skit etc. whereas urban students by explaining the concepts by providing activities for home projects, more associated with cultural and science club and are comparatively more exposed to environmental related activities by different clubs.

**Motivation to attend environmental education programmes:**

More than 60% of the students are motivated by their teachers, more than 30% by their parents, 22% to 23% by their headmasters and friends respectively but least percentage [4%] by others. Thus it is inferred that, the motivation factors to attend Environmental Education programs are teachers, parents, headmaster, friends in descending order of preference. As teachers play a major role in motivating students it is suggested that teachers should take interest and work with conviction to make the students develop interest in environmental study and its protection.

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

The difference in percentage between rural and urban students in different C.C.A. for E.E. was calculated and the details are given in the table 1.

**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

The results (table1) indicated 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).

**Mass Media and Environmental Education**

The percentage of students who used different mass media for EE and get benefited from it was calculated and the details are given in the table 2.

**Table 2: Percentages of students used different Mass Media and get benefited for EE**

Mass Media	Percentage watch	Percentage got EE
Films	51.39	7.31
Radio	78	17.88
Newspaper / periodicals	69.98	19.90
Television	85	46.77
Cartoon show	40.41	6.23
Serial	50.91	8.74
National Geography	56.67	23.24
Discovery	43.77	17.64
U.G.C.	14.99	1.95
Others	17.77	1.43
Total	50.89	15.11

It is inferred from the above table that about 50% of the students used different Mass Media (T.V., Radio, Newspaper / periodicals, films etc. it is also found that highest 46% of students are benefited regarding Environmental Education from T.V., 23% from National Geographic channel and least 1.95% from U.G.C. and 15% to 20% from Discovery channel, Newspapers / periodicals, National Geographic Channel in the increasing order of preference negligible (6% to 8%) from cartoon show, films and serials.

The difference in percentage of students who used Mass Media for EE was calculated and the details are presented in the table 3.

**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 '\*.

About 30% 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.

It is quite natural as urban students have more facilities to utilize environmental related programmes from different TV Environmental related channels (Discovery and National

Geographic) and have more access to newspapers / periodicals. Hence more percentage of them received environmental education from mass media.

### Discussion

The details of the study reveals that environmental related C.C.A. are not encouraged to a greater extent. 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 utilisation 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, C.C.A. (gardening and quiz) visits and field trips, content knowledge and relatively more percentage of urban students received EE from all these activities. This shows that there is difference in the environmental education input between rural and urban students even though difference is small. As most students are using as a source for information along with its other objectives it is highly needed to incorporate more environmental components in it, which is proved to be the most efficient means of conveying information by many educational researchers.

We are in the age of science and technology. Mass media are using these technologies to bring the information from different corner of the world to the doorsteps. These mass media having the capacity of giving multisensory experience to the children. Hence most students are using this as a source of information. Apart from the status of environmental education in school over all 56.39% of urban and 45.60% of rural students participated in different activities, 25.45% of urban and 16.68% of rural students gained environmental education from these different activities. It is found that urban students have more opportunity to mass media, trips and clubs. Rural students have only teachers as their chief motivator where as for urban students apart from their teacher's parent's friends and other also motivated to attend environment related programmes. In addition to this they have good content input and access to clubs different TV channels, newspapers and periodicals from which they gained environmental education. The above all factors reveals that there is difference in environmental education input between rural and urban secondary schools but the difference is not high.

Environmental Education input both from school and other sources considered 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.

Kumud Ghosh (2014) reported that, Environmental aware-

ness 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. The relationship between environmental awareness and attitudes towards environmental education among the students was found strong and positive.

Andrejewski (2011) reported that outdoor school was successful in achieving significant, positive gains in the areas of ecological knowledge, connection to nature, outdoor play behavior, and environmental stewardship behavior.

Poonam (2012) showed that there exists a significant difference between government and private secondary school students on environmental awareness and its components. The mean on environmental education and industrial pollution is higher in the government school students than the private school students but on the other components the mean is higher in private school students and differ significantly.

### Implications of the study

From the content analysis of present text books prescribed by the Karnataka state secondary board 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. Regardless of subject taught every teacher components where ever there is provision for it.

From the percentage analysis of EE input it is found relevant that exposure to mass media on environmental issues such as magazines, newspaper, radio, television, video tapes among others should be used effectively to impart EE.

### REFERENCE

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