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Research Paper

A Study of Environmental Values of The Undergraduate Students of The Maharaja Sayajirao University of Baroda.

Home Science

KEYWORDS : Environmental value, Mass media exposure, environmental knowledge.

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ABSTRACT

This exploratory study aimed to study the environmental values of the undergraduate students and factors affecting it. A sample of 120 students was taken from faculties of family and community sciences and social work, arts and commerce, science and technology of M. S. University of Baroda. A tool containing profile of the students, test of environmental knowledge and statements related to environment value was prepared and survey was carried out.

Findings revealed that majority of the students showed moderate level of environmental values. There was a significant difference in environmental values of students in relation to their faculty, gender, family income and knowledge related to environment. A positive and moderately high correlation coefficient was found between environmental knowledge and environmental values which means that higher the environmental knowledge, higher will be environmental values. The study implicates that environmental education at college level can contribute in enhancement of their environmental values.

Introduction

Every human being has a great variety of feelings for different aspects of his or her surroundings. True environmental values go beyond valuing a river for its water, a forest for its timber and non-wood forest products, or the sea for its fish, environmental values are inherent in feelings that bring about sensitivity for preserving nature as a whole. (Bharucha 2004). The present study was carried out to study the level of values that college students hold for natural environments and what factors affecting these values. As college students have studied about environment in their schools and also at their home from parents, so they are well aware about the need to save the environment. This study aims to find out that whether undergraduate students of The Maharaja Sayajirao University of Baroda hold values for environment protection and conservation or not and the factors influencing the environmental values. The variables taken for the study were faculty, class of study, gender, mother's education, father's education, place of residence, family type, family income, mass media exposure and knowledge related to environment.

Based on the above discussion the following were the objectives of the study:

1. To study the level of environmental values and knowledge of the undergraduate students of The Maharaja Sayajirao University of Baroda.
2. To study the difference in environmental values of undergraduate students of The Maharaja Sayajirao University of Baroda in relation to the selected variables.

Methods and Materials:

A structured questionnaire was prepared. The questionnaire consisted of the profile of the undergraduate students such as their faculty, year of study, gender, mother's education, father's education, place of residence, family type, family income and mass media exposure; thirty two multiple choice questions related to environmental knowledge and thirty five statements describing the values of the students with three point response systems.

The sample for the pilot study was selected from faculties of Home Science & Social work, Arts and Commerce, Science and Technology of The Maharaja Sayajirao University of Baroda. The sample of size 30 was selected from each group of faculties. Both boys and girls were selected from first year, second year and third year randomly. Thus total sample size was 120 students.

Results and Discussion

Table 1: Level of environmental knowledge and environmental values of students. **N= 120**

Environmental values	**Percentage**
High	38.3
Moderate	61.7
Low	0.0
Environmental knowledge	**Percentage**
High	23.3
Moderate	40.8
Low	35.8

Table 1 revealed that majority of the students showed moderate level of environmental values and less than forty percent showed high level of environmental values.

Higher percentage of the students showed moderate level of environmental knowledge, about one third of the students showed low level of environmental knowledge and little less than one fourth showed high level of environmental knowledge. This means that although some students showed low level of environmental knowledge, however they valued their environment and understood the need to protect it.

Table 2: ANOVA of environmental values of the students in relation to their faculty. **N= 120**

Faculty	**Environmental Values**			**F- Value**	**P- Value**
	Mean	SD	No.		
Faculty of family and community sciences and social work	85.27	7.652	30	14.699	0.000
Science	82.87	8.617	30		
Arts & Commerce	77.23	9.888	30		
Technology	73.13	3.857	30		

As shown in table 2, students from the faculty of family and community sciences and social work showed highest level of environmental values followed by faculty of science, faculty of arts and commerce and faculty of technology. which means that faculty does make a difference in students gain in environmental

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values.

Table 3: ANOVA of environmental values of the students in relation to their year of study. N= 120

Year of study	Environmental Values			F- Value	P- Value
	Mean	SD	No.		
1 First Year	79.96	9.885	26	2.519	0.085
2 Second Year	77.08	8.125	39		
3 Third Year	81.27	9.095	55		

Table 3 indicates that although, students from third year showed highest level of environmental values compared to students from first year and second year, however ANOVA results showed that there was no significant difference in environmental values of students in relation to their class. This means that year of study does not contribute in gaining environmental values in students.

Table 4: t-Test of environmental values of the students in relation to their gender. N=120

Gender	Environmental Values			t- Value	P- Value
	Mean	SD	No.		
1 Female	82.41	8.960	73	4.514	0.000
2 Male	75.30	7.515	47		
Total	79.63	9.086	120		

Table 4 shows that female students showed higher level of environmental values as compared to the male students.

Table 5: ANOVA of environmental values of the students in relation to their mother's education. N= 120

Mother's education	Environmental Values			F- Value	P- Value
	Mean	SD	No.		
1 High	80.98	9.528	58	1.463	0.236
2 Medium	78.97	8.206	36		
3 Low	77.50	9.061	26		

It can be seen from table 5 that although, environmental values of students having high mother's education were highest followed by student's whose mother's education was medium and then whose mother's education were low, but the ANOVA result indicated that there was no significant difference in environmental values of students in relation to their mother's education. This means that mother's education does not make much effect on the environmental values of the students.

Table 6: ANOVA of environmental values of the students in relation to their father's education. N= 120

Father's education	Environmental Values			F- Value	P- Value
	Mean	SD	No.		
1 High	80.03	9.339	73	.684	0.507
2 Medium	79.82	8.608	34		
3 Low	76.85	9.063	13		

Table 6 indicates that students whose father's education was high showed highest level of environmental values followed by those whose father's education was medium and then those whose father's education was low. Similar to the mother's education, there was no significant difference in environmental values of students in relation to their father's education.

Table 6: ANOVA of environmental values of the students in relation to their place of residence. N= 120

Place of residence	Environmental Values			F- Value	P- Value
	Mean	SD	No.		
1 Rural	74.62	5.464	16	2.909	0.58
2 Urban	80.46	9.432	94		
3 Semi- urban	79.80	8.417	10		

As shown in table 6, the environmental values were nearly equal for students living in the urban and semi urban area. Students living in rural area showed lowest environmental values. The ANOVA result indicated that there was no significant difference in environmental values of students in relation to place of residence which means that place of residence does not make any difference in development of environmental values of students.

Table 7: t-Test of environmental values of the students in relation to their type of family. N= 120

Type of family	Environmental Values			t- Value	P- Value
	Mean	SD	No.		
1 Nuclear	76	9.064	76	1.886	0.062
2 Joint	44	8.859	74		

Table7 indicates that students belonging to nuclear family showed higher level of environmental values as compared to the students belonging to joint family. T- test result showed that there was no significant difference in environment values of students belonging to nuclear and joint families which means that type of family was not a factor affecting students environmental values.

Table 8: ANOVA of environmental values of thestudents in relation to their family income. N= 120

Family income	Environmental Values			F- Value	P- Value
	Mean	SD	No.		
1 High	83.42	10.616	36	5.045	.008
2 Medium	77.38	6.905	47		
3 Low	78.78	8.985	37		

Table 8 shows that students from high family income group showed highest environmental values followed by students from low family income group and then students from medium family income group. which means that more family income leads to better ways and actions to save environment and hence better values for environment.

Table 9: ANOVA of environmental values of the students in relation to their level of mass media exposure N= 120

Level of Mass media exposure	Environmental Values			F- Value	P- Value
	Mean	SD	No.		
High	78.67	9.621	43	2.541	.083
Medium	80.83	8.744	70		
Low	73.43	6.477	7		

Table 9 reveals that the environmental values of the students having medium mass media exposure was highest followed by students having high and students having low mass media exposure. The ANOVA result indicated that there was no significant difference in the environmental values of students in relation to their mass media exposure which means that TV, Radio, Newspaper and magazines only does not make any difference in building the environmental values of students but many other factors of individual contact and group media also affect environmental values.

Table 10: ANOVA of environmental values of the students in relation to their level of environmental knowledge. N= 120

Level of environmental knowledge	Environmental Values			F- Value	P- Value
	Mean	SD	No.		

High	85.07	10.61	28	33.68	.000
Moderate	82.86	6.90	49		
Low	72.40	8.98	43		
Correlation coeff = 0.640 significant at the 0.01 level					

Table 10 reveals that the environmental values of students having high level of environmental knowledge was highest followed by the students having moderate level of environmental knowledge and low level of environmental knowledge.

Conclusion

It was found that environmental values of the students differed significantly in relation to their faculty, gender, family income and environmental knowledge and did not differed in relation to their year of study, mother's education, father's education, place of residence, family type and mass media exposure. This can be concluded from the study that as faculty and environmental knowledge were major factors affecting environmental values, there is a urgent need to administer environment course at college level. As mass media alone can not inculcate environmental values in students, there is need to conduct seminars or campaigns at faculty level.

REFERENCE

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