



Study of Environment Awareness in Relation to Attitude Towards Environment Among Secondary School Students

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ABSTRACT

The very existence, survival and Progress of humanity depends upon the quality of environment. Today, the delicate environment is facing a danger of destruction on a scale of as never before in the history of mankind. Advancement in the field of science and technology created a competitive world, making man one of the selfish masters as a result of his wisdom. Struggle toward better life and higher standard of living through ruthless tapping of natural resources thus has resulted in serious environmental problems. Therefore, awareness and education of environment is the permanent concern of all the people of society. The key of achieving this goal lies in environmental education including awareness, knowledge, attitude, skills and participation of people in protecting the environment. An attempt has been made to study environment awareness among secondary school students in relation to attitude towards environment. Results show a significant relation in the two variables. It implies that attitude and awareness regarding environment go hand in hand.

KEYWORDS

environment awareness, attitude towards environment, secondary school students

Environment is one of the key areas of current human concern. Global Environment and Ecology are rapidly becoming the most demanding subjects for debates, decision and action as the emergence of Environment problems pose stiff challenges for Physical Sciences as well as social sciences. Enhanced pace of developmental activities and rapid urbanization have resulted in stress on natural resources and quality of life. As the complexities and pollution increased the ease of physical and mental illness also increases manifold.

Today, the Global concern is to struggle against environmental pollution and maintain the strands of Human Environment. Environment in developing countries like India have been threatened by problems like illiteracy pollution, over population, degradation and depletion of environment. In addition to industrial revolution, unprecedented scientific and technological revolution has resulted in disastrous changes in environment leading to environmental degradation. The spread of nature of environmental change [particularly man induced change] in recent years has brought about a series of environmental problems of global magnitude, including population explosion of raw materials & environmental problems.

Environmental degradation has become a serious issue as it threatens not only the people's existence but their health and lives as well as such the environmental awareness is the urgent need of the hour for the protection and conservation of environment for our future life on our planet, the earth to make it fit to have habitat for a prolonged period of time. As is always the case, Education is supposed to provide the solution, consequently educational pressure, all over the world are now focusing on environment, its conservation and protection in their curriculum. They are of the opinion that interconnection of child with environmental education can help to know the environment and to develop a positive attitude towards it. So, present time needs an economically conscious persons who will save the environment from disaster. Public awareness is required that will create a positive attitude towards environment.

In view of importance of environment awareness there is need to explore the field in relation to attitude towards environment as one of the most important factors in developing environment awareness among students. It is suggested that while imparting environment education. Special attention must be paid to school going children and women because they alone constitute about 50% of population.

STATEMENT OF THE PROBLEM

"STUDY OF ENVIRONMENT AWARENESS IN RELATION TO ATTITUDE TOWARDS ENVIRONMENT AMONG SECONDARY SCHOOL STUDENTS."

HYPOTHESES

1. There exists a significant difference in environmental awareness of senior secondary school students living in rural and urban areas.
2. There exists a significant difference in attitude towards environment of senior secondary school students living in rural and urban areas.
3. There exists a significant difference in the environment awareness of senior secondary school students of govt. and private school.
4. There exists a significant difference in attitude towards environment of senior secondary school students of govt. and private schools.
5. There exists a significant relationship between environment awareness and attitude towards environment of senior secondary school students.

TOOLS USED

1. Environment Awareness Ability Measures by Dr. Praveen Jha (1998).
2. Taj Environmental Attitude Scale by Dr. (Mrs.) Haseen Taj (TEAS) (2001).

Analysis and Interpretation

Table 1.1 Showing Significance of Difference in Environment Awareness of Senior Secondary School Students living in Rural and Urban Areas.

	Groups	N	Mean	SD	t-ratio
Environment Awareness	Rural	100	35.21	5.55	3.59*
	Urban	100	37.82	4.70	
	Govt. School	100	33.93	4.01	7.90*
	Private School	100	39.1	5.17	
Attitude towards Environment	Rural	100	157.22	16.47	0.60
	Urban	100	158.52	14.02	
	Government School	100	156.93	15.76	0.87
	Private School	100	158.81	14.78	

* Significant at .05 Level

Table 1.1 shows t-ratio of Environment Awareness between rural & urban students as 3.59 which is significant. Therefore, the hypothesis 1 stands accepted. It may be due to the reason that senior sec. school students living in urban areas are having high and high availability of resources, more exposure to smart class, internet, media than their rural counter parts.

Table 1.1 shows the significance of difference of mean (t-ratio) of environment awareness between govt. and private students as 7.9 which is significant Therefore Hypothesis 3 stands accepted. It may be due to the reason that Senior Secondary Students of private schools have some element of environment awareness programmes in their curriculum, which is a compulsory part of their curriculum, which leads to enhance their awareness about environment than their rural counter parts.

Table 1.1 shows the significance of difference of means (t-value) of Attitude towards Environment between students living in rural and urban areas as 0.60 which is not significant Therefore, the hypothesis 3 stands rejected. It may be due to the reason that senior secondary school students living in rural and urban area of both groups have similar scientific knowledge and scientific temperament.

Table 1.1 shows that the significance of difference of means (t-ratio) of attitude towards environment between government and private school students is 0.87, which is not significant .Therefore, hypothesis 4 stands rejected. This may be due to the reason that the science teachers of both government and private schools have scientific temper, which they inculcate equally amongst their students regardless of their teaching in government and private schools.

Table 1.2 Showing Co-efficient of correlation between Environment Awareness and Attitude towards Environment of Senior School Students. (N=200)

S.No.	Variable	N	r
1.	Environment Awareness	200	0.25*
2.	Environment Attitude	200	

* significant at .05 level

Table 1.2 shows the coefficient of correlation between environment awareness and attitude towards environment of total sample is 0.250 which is significant and positive at .05 level. Therefore, Hypothesis 5 stands accepted. This is in line with the study of Shahnawaj, (1990) who studied the issues related to awareness and attitude of teachers and students towards environment and he found that 95% and 94% students possessed positive environmental attitude, girls possessed significantly more awareness of environmental than boys.

CONCLUSIONS

The following results and conclusions have been made on the basis of the present study :

1. There is a significant difference in Environmental Awareness of Senior Secondary School students living in rural and urban areas.
2. There is no significant difference in Attitude towards Environment of Senior Secondary school students living in rural and urban areas.
3. There is a significant difference in the Environment Awareness of Senior Secondary School students of govt. and private school.
4. There is no significant difference in Attitude towards Environment of Senior Secondary School students of govt. and private schools.
5. There is a positive and significant relationship between Environment Awareness and Attitude towards environment of Senior Secondary School students.

EDUCATIONAL IMPLICATIONS OF THE STUDY

1. Educational administration and teachers must acquaint

their pupils about pros and cons of environmental pollution.

2. Formal system of education should also incorporate some elements of environment awareness programmes in its curriculum. This should be a compulsory part of the curriculum.
3. With the help of various mass media and modern means of communication the effect of environmental and its protection should be published and popularized viz. News paper, Radio, T.V. and film etc.
4. It would be more beneficial and effective, if special programmes are launched to develop environmental awareness among the students. This is possible only through inclusion of special postage on environmental awareness should be provided.
5. Value oriented education in the light of environmental pollution and environment awareness should be provided.
6. The government should make efforts to provide the infrastructure in government schools e.g. proper classrooms, science lab, internet facilities, library facilities etc. for development of scientific temper along pupils.
7. The government should provide books related to science in vernaculars for students studying in government schools.
8. The schools should organize seminars, symposia for inculcation of scientific temper. The schools should also organize the quiz competitions, science fairs, visits to science city etc.
9. The government should allocate funds, resources for the organization of educational programmes, which is helpful for the development of student.
10. The schools must incorporate effective environmental education programs which build an appreciation of the natural world we are striving to protect, as well as, of the specific hazards threatening the world.
11. The student must should not be told what to think in regard to the complex issues confronting us, but rather what to think about and how to think constructively and critically.

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