

A Study of Awareness towards Environmental Education among Students at Secondary Level in Chamba District of Himachal Pradesh

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ABSTRACT:-Environmental education is become a key to solve environmental problems and key to maintain sustainability globally. The growth of human beings and plants life can be developfully in friendly environment that is conclusive to growth. Since, the present problems result largely from ignorance and different of continued misuse of the environment can, however, be altered by creating awareness among people of how man's activities effect the environment for good or ill. We cannot expect improvement unless attitudes of people change and unless a better generations. Our great need of today is knowledgeable citizens who are conscious of their surrounding and willing to take necessary, social, economic and political steps to ensure a better environment for the fulfillment of need and wants of every citizen on the earth. Keeping in the view the importance of environment the present study was undertaken to study the awareness among students towards environmental education. The status of environmental education in higher school education system is really not satisfactory and there is need to standardized and upgrade the education system as whole.

I. INTRODUCTION:

The past fifty years have been growing international recognition that the challenges associated with environmental degradation and sustainable development have important implications for, and connected with, education and schooling. The concept of environmental education is now wide spreading national educational policies, curriculum documents, curriculum development initiative and conservation strategies¹⁻³. Our environment is today sick bed and entire world is worried about it. World educators and environment specialist have repeatedly pointed out that a solution to environmental crises will require an environmental awareness and its proper understanding which should be deeply noted in the education system at all levels of school education⁴. An environmental crisis is real. Now the time has come when we should be careful. Environmental awareness on the other hand is "to understand the fragility of our environment and the importance of its protection"⁵. Environmental education is all about being conscious of the environment around us. Environmental awareness is classified into two aspects: perception of environmental problems and behavioral inclination to protect the environment. The perception is the people should have knowledge of environment and their issues. The behavior inclination is to protect the environment includes two major aspects: firstly, the value of environmental protection in people minds which indicated by the balance between environmental protection and economic development and also the willing to pay for the protection of the environment; secondly, attitudes about participating in the environmental protection⁶. Considering the importance strategies of environmental awareness in attaining sustainable environment, especially environmental pollution which is caused normally by environmental pollutants such as pollutant from point source e.g. factory, industry and those from non-point source which include market and agriculture. These pollutants may result into environmental degradation. Promoting environmental awareness is an easy way to become an environmental steward and participate in creating higher future for our future children. In only 100 years, we have done more damage to the environment that preceding centuries. The craze of progress in agriculture, industry, transportation and technology is taken as the general criterion of development of any nation. Such activities of man have created adverse effects on all living organisms. "Environment Education is the bond between the environmental crises". Environmental education is the study of man to see that how he shapes his total natural and cultural surrounding for good or ill. Thus the present study was undertaken to study the awareness towards environment education among students.

II. OBJECTIVES OF THE STUDY:

The objectives of study are:

1. To study the difference in awareness towards Environmental Education between rural boys and rural girls at secondary level.

2. To study the difference in awareness towards Environmental Education between urban boys and urban boys at secondary level.
3. To study the difference in awareness towards Environmental Education between rural boys and urban girls at secondary level.
4. To study the difference in awareness towards Environmental Education between rural girls and urban girls at secondary level.
5. To study the difference in awareness towards Environmental Education between rural and urban students at secondary level.

III. HYPOTHESES OF THE RESEARCH:

The hypotheses formulated for the present study are as follows:

1. There exists no significant difference in awareness towards Environmental Education between rural boys and rural girls at secondary level.
2. There exists no significant difference in awareness towards Environmental Education between urban boys and urban girls at secondary level.
3. There exists no significant difference in awareness towards Environmental Education between rural boys and urban boys at secondary level.
4. There exists no significant difference in awareness towards Environmental Education between rural girls and urban girls at secondary level.
5. There exists no significant difference in awareness towards Environmental Education between urban and rural students at secondary level.

IV. RESEARCH METHODOLOGY:

The first task of investigation is to select appropriate methodology of research. There are several methods of research. Research is determined by the nature of the problem. The present study attempts to study the awareness towards environment among the students. To achieve this objectives survey method was to be adopted.

V. SAMPLING SIZE:

Sample is both necessary and advantageous because by sampling we study the problem at reduced cost, at greater speed, with greater scope and with greater accuracy.

To serve a useful purpose, sampling should be adequate and unbiased or representative. In the present study the investigator selected samples from different schools of rural and urban area ofchambadistrict of Himachal Pradesh200 students only, 100 urban and 100 rural students.

VI. DATA ANALYSES:

The investigator used normative survey method to collect data for the present study. A questionnaire is used as a tool for gathering the required data. The questionnaire is prepared by the investigator himself. The items were of multiple choices.

In order to analyze and interpret the questionnaire scores the investigator adopts the following statistical techniques. Mean, Standard deviation, Standard error and t-test are the statistical techniques used in the analyses of data.

VII. RESULT AND DISCUSSION:

On the basis of analyses and interpretation of the data, the following findings were drawn:

1. While making the comparison between rural boys and girls of secondary level regarding the awareness towards environmental education, it was found that there exists no significant difference between girls and boys student of secondary level.

TABLE-1

Comparison of mean, S.D. and CR. between boys and girls of Rural Secondary Schools

Group	N	Mean	S.D.	S.D.	t-test	Significant Level
Boys	50	29.58	3.86	1.29	0.92	Not significant at 0.05 level
Girls	50	30.48	4.33			

2. While making the comparison between urban boys and girls of secondary level regarding awareness towards environmental education, it was found that there exists no significant difference between boys and girls student of secondary level regarding awareness towards environmental education.

TABLE-2

Comparison of mean, S.D. and CR. between boys and girls of Urban Secondary Schools

Group	N	Mean	S.D.	S.D.	t-test	Significant Level
Boys	50	32.23	3.09	0.59	1.98	Not significant at 0.05 level
Girls	50	33.12	2.89			

3. While making the comparison between rural boys and urban boys of secondary level regarding awareness towards environmental education, it was found that there exists no significant difference between rural boys and urban boys student of secondary level regarding awareness towards environmental education.

TABLE-3

Comparison of mean, S.D. and CR. between Rural boys and Urban boys Secondary Schools

Group	N	Mean	S.D.	S.D.	t-test	Significant Level
Boys	50	31.12	3.49	0.72	1.65	Not significant at 0.05 level
Girls	50	32.08	3.16			

4. While making the comparison between rural girls and urban girls of secondary level regarding awareness towards environmental education, it was found that there exists no significant difference between rural girls and urban girls students of secondary level regarding awareness towards environmental education.

TABLE-4

Comparison of mean, S.D. and CR. between Rural girls and Urban girls Secondary Schools

Group	N	Mean	S.D.	S.D.	t-test	Significant Level
Boys	50	31.05	4.13	0.84	1.92	Not significant at 0.05 level
Girls	50	32.58	3.22			

5. While making the comparison between rural and urban students of secondary level regarding awareness towards environmental education, it was found that there exists no significant difference between rural and urban students of secondary level regarding awareness towards environmental education.

TABLE-5

Comparison of mean, S.D. and CR. between Rural and Urban students of Secondary Schools

Group	N	Mean	S.D.	S.D.	t-test	Significant Level
Boys	50	30.15	3.76	0.74	2.92	Not significant at 0.05 level
Girls	50	31.36	2.58			

From the far going analysis of the results, it can be observed from the above tables that the level of environmental awareness among the secondary school students is low, the similar behavior is observed in literature⁵. This result is contradicted with the result of Aminradet al.⁷ in his study on Environmental awareness of Iranian students in Malaysian University. He found that the environmental awareness of students is moderate. Mathivanan et al.⁸ found that secondary school students have high environmental awareness. Romani et al.⁹ suggested that environmental education should be incorporated as a subject in the B.Ed. curriculum, so that future teachers can be instill in their students environmental sensibilities. Furthermore, from the result of tables above, no significance difference was found between sex groups. The result is in line with the result of Aminradet al.¹⁰, where he concluded that age is not significant in determining the environmental awareness level among students. Bhim and Jayanta¹¹ in their study indicated that no significance difference was found between boys and girls students. The similar results are also in literatures¹²⁻¹⁴.

VIII. CONCLUSION:

From the results obtained in the analyses of the data above, it can be concluded that the level of environmental awareness of secondary school students is low. No significance difference is seen between gender and different location of schools. It was reported that there is no significance difference in the environmental awareness and environmental education between boys and girls students. The attitude of the students towards environment and environmental education was quite low.

IX. RECOMMENDATIONS:

It is recommended that qualified teachers must be enrolled into our secondary schools in order to give students what is expected. Environmental awareness should be provided to youths and young children through the formal system of education. Environmental consciousness should be developed among teachers by introducing the course of environmental education in teacher education programmes and their teaching subjects. Special awareness programmes in the form of seminars symposium, camps and community visits should be arranged among the environmental teachers, students, parents and also masses.

Environmental awareness programs should be encouraged in our secondary schools. This is what will motivate the students to develop environmental awareness skills and also to have solutions to different environmental treats. More researches are encouraged to be carried out at different parts of India.

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