
Comparitive Study of Environemtnal Awareness among Secondary School Students

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Abstract:

The present study tries to explore the Environmental Awareness of secondary school students. The study consists of a sample of 60 male and 60 female secondary school students studying in various schools of Guntur district, Andhra Pradesh. The researcher had taken up a random sample of 120 students. The researcher has developed a questionnaire to investigate the environmental awareness of students. The data collected was subjected to statistical analysis such as Mean, S.D. and "t" values. The results were discussed.

Keywords: Awareness, Environment, secondary school students

Introduction:

Three billion years of life, three million years of man like creatures, 10,000 years of civilization and then mere 200 years of industrial revolution, has brought us to the brink of disaster.

-Prof. George Wald

Today we are living in the world of 21st century, an era of science and technology. Man has made his life much more comfortable than ever before. While doing so, he has destroyed forests, polluted air, water and disturbed natures balance. Over the last five decades the delicate ecosystem of our planet is facing the danger of destruction of natural environment due to intervention of human beings. Many of these problems are rooted in human behavior (Du Nann; Winter koger, 2004). Various environmental problems pose a threat to environmental sustainability, among which the increasing level of wastes and air pollution, destruction of ozone layer, acid rains, global warming etc. are some of the common issues. The earth is fast losing its treasure (Baliga, 1996). Now the question comes before us, how to stop this extinction of species? The obvious answer is Environmental Awareness. We can save our species only when we organize Environmental Awareness Programmes on a

large scale. Environmental awareness is the ability to understand the problems of environment through the relevant experiences and the assistance extended to the society and its individuals to solve the environmental problems. Role of environmental education in fostering awareness, a precondition to solve environmental problems, and prompting for behavior change to perform actions was based on the linear progression model (Ramsey and Rickson, 1977; quoted in Hungerford and Volk, 1990).

Environmental awareness is essential for:

- Protection of the atmosphere (climate changes, depletion of ozone layer)
- Protection of land resources (combating deforestation, desertification and drought)
- Conservation of biological diversity (protection of fresh water resources and oceans and coastal area and the national use and development of their living resources)
- Prevention of illegal traffic in toxic products and wastes
- Improvement in living and working conditions of the poor by eradicating poverty and stopping environmental degradation

Review of related Literature:

Eama (2003) revealed that the environment attitudes of the students differed regarding their gender, the programmes they were enrolled, their living styles and settlement types, fathers education & occupation and their family in one, however did not noticeable change in accordance with their clauses and geographical region any lived.

Erdogen. M, Ozsoy. A.M. (2004) indicates that almost all the participants i.e. graduate students agreed that human beings were not adequately aware of the environment have been using environment resources by only considering this own needs.

Bhaskaracharyulu (2004) found that Children from different locality are not found differ in the development of environmental behavior.

Mostata M.M. (2007) investigates the influence of theme cognitive & attitudinal factors and gender differences in green purchase behavior then study found that men shows more environmental concern and more positive outlook towards green purchased compared with woman.

Yenice, N. Seda, A, Saracaloglu & Karacaoglu, C. (2008) observed that environmental sensibilities of the classroom Teacher Programme students shows discrepancies with regard to their follow up status for the programme and articles about environment an media.

Shobeiri & Prahallada, (2009) revealed that the Gender do not have major role in the formation of attitude towards environment. The socio-economic conditions of the family, parents education, home conditions of living, parents love, care and incentives along with the cultural forces affects on the pupils acquisitions of environment concept.

Statement of the Problem:

The present study aims to compare the awareness of Environmental Education in relation to their certain selected variables like gender, location and type of school.

Hypotheses:

1. There is no significant difference in the environmental awareness among male and female secondary school students.
2. There is no significant difference in the environmental awareness among rural and urban secondary school students.
3. There is no significant difference in the environmental awareness among

government and private secondary school students.

Limitations:

1. The study is limited to 120 secondary school students only.
2. The study is limited to Guntur district only.
3. The study is limited to the variables Gender, Location and Type of school only.

Sample Description:

A sample is a small portion of a population selected for observation and analysis. For the present study, the researcher had taken up a random sample of 120 secondary school students in rural and urban areas belonging to Guntur district.

Tool used:

The researcher used the tool questionnaire as it found to be more suitable and helpful for the present study. A questionnaire is a device consisting a series of questions dealing with the areas of concerned topic and given to the individuals with the objective of obtaining data with regard to the problem under investigation. A total of 30 questions were prepared.

Data collection:

The questionnaire was given to students in Guntur district. The researcher

first explained the importance of the study to the students and gave instructions regarding the filling of the questionnaire.

Analysis and Interpretation:

Gender	N	Mean	SD	t - Value
Male	60	77.5	5.85	1.17
Female	60	76	7.92	

t - Not significant at 0.05 level

From the above table we conclude that mean and S.D values of male and female students is 77.5, 76 and 5.85, 7.92. Calculated t-value is 1.17. Hence the calculated t-value 1.17 is less than the table t-value. Hence null hypothesis

Hypothesis-1: There is no significant difference in the environmental awareness among male and female secondary school students.

accepted. So we concluded that, there is no significant difference in the environmental awareness among male and female secondary school students.

Hypothesis-2: There is no significant difference in the environmental awareness among rural and urban secondary school students.

Location	N	Mean	SD	t - Value
Rural	60	79.33	6.19	3.84
Urban	60	74.5	7.52	

t - significant at 0.05 level

From the above table we conclude that mean and S.D values of rural and urban students is 79.33, 74.5 and 6.19, 7.52. Calculated t-value is 3.84. Hence the calculated t-value 3.84 is greater than

the table t-value. Hence null hypothesis rejected. So we concluded that, there is a significant difference in the environmental awareness among rural and urban secondary school students.

Hypothesis-3: There is no significant difference in the environmental awareness among government and private secondary school students.

Type of School	N	Mean	SD	t - Value
Government	60	73.6	7.4	1.27
Private	60	78.5	6.5	

t - Not significant at 0.05 level

From the above table we conclude that mean and S.D values of arts and science B.Ed students is 73.6, 78.5 and 7.4, 6.5. Calculated t-value is 1.27. Hence the calculated t-value 1.27 is less than the table t-value. Hence null hypothesis accepted. So we concluded that, there is no significant difference in the environmental awareness among government and private secondary school students.

Findings:

1. There is no significant difference in the environmental awareness among male and female secondary school students.
2. There is a significant difference in the environmental awareness among rural and urban secondary school students.
3. There is no significant difference in the environmental awareness among government and private secondary school students.

Educational Implications:

Environment interwoven with man's life, the environmental education should therefore, include environment into its totality. Environmental education should become an important concern to be integrated in to the programmes for all learners. Teachers play a crucial role in forming, changing and

establishing attitudes and values that are important for environmentally responsible behavior. The teachers should use new methods and techniques of teaching for increasing the level of environmental awareness among students.

Conclusion:

The present investigation aimed at awareness of environmental education with reference to some selected variables and the study indicated no significant difference among some variables. This study may enrich the educators in the field of environmental education and may serve a basis for further investigation in the area of Awareness of environmental education.

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