



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2015; 1(11): 887-888
www.allresearchjournal.com
Received: 09-09-2015
Accepted: 01-10-2015

Shavita Deshwal
Institute –Dept. of Business
Administration, MSI

Cognizance among students for environment

Shavita Deshwal

Abstract

With the problems of Environmental degradation growing ever more pressing worldwide, we are viewing a rise in environmental concern. The green movement has been expanding rapidly in the world. The present study is an attempt to find the level of environmental awareness among school students. A survey was conducted in Gurgaon district. Information was gathered through a questionnaire and assessed by using the Taj Environmental Attitude Scale (TEAS) developed by Dr.Haseen Taj (2001). A sample of 100 students was selected by random sampling technique. The result revealed that there is no significant difference in the environmental awareness of the students of different schools.

Keywords: Environmental degradation, Environmental awareness, Green movement.

Introduction

National policy on Education (NPE, 1986) highlighted that, “There is a paramount need to create a consciousness of the environment. It must permeate all ages and all sections of society beginning with the child.” The ultimate aim of Environmental Education is to form a responsible attitude towards the sustainable development of our planet-earth. Our country requires responsible and capable youth who are constructive participants in society and competent to develop healthy social relationship. Man has been callously exploiting the environmental resources and which in turn has resulted in many adverse effects on air water and land. One of the critical issues disturbing the whole universe is of environmental degradation. Environmental education is believed to be one of the tools that can solve the problem of environmental degradation. The present study tries to explore the environmental awareness among school going students.

India has more than 40% of young people in the world. The consciousness and practice of environmental way will improve the present environmental conditions. In spite of many ordinances and rules framed by central and state government and innumerable environmental programmes for environmental security there is still a requirement to create environmental awareness in the society, especially for school going children. Lack of awareness towards environment will lead to destruction of the earth and living beings.

Objectives of the study

The purpose of this research was to explore the environmental awareness among the students of 8th class in private schools.

Research design and methodology

A sample survey on 100 students taken from 4 private schools (25 students from each private school) of 8th Class from Gurgaon district was conducted. Simple random sampling was used to select the sample. For the primary data, the information was gathered through a questionnaire. Data was collected by face to face interaction with the respondents. Information was assessed using the Taj Environmental Attitude Scale (TEAS).

Hypothesis

H01: There is no significant difference between the students of different private schools in their level of environmental awareness.

H11: There is significant difference between the students of different private schools in their level of environmental awareness.

Correspondence
Shavita Deshwal
Institute –Dept. of Business
Administration, MSI

Technique used for data analysis

For the purpose of data analysis chi square method was used. It enables us to explain whether the students of different private school have equal level of awareness or not.

H01: There is no significant difference between the students of different private schools in their level of environmental awareness.

Schools	Observed Frequency(O)	Expected Frequency(E)	(O-E) ² =A	A/E
School 1	20	25	25	1
School 2	21	25	16	.64
School 3	23	25	4	.16
School 4	19	25	36	1.44

Calculated value of Chi Square is $\sum A / E = 3.24$

Degree of Freedom (n-1) = 4-1 =3

Table Value of chi square for 5% level of significance and degree of freedom 3 for one tailed test is 7.815. Which is greater than calculated value (3.24) hence the null hypothesis (H01) is accepted that there is no significant difference in the awareness level of students of different schools.

Conclusion

Environment is inseparable part of our lives Safety of environment is everyone's duty. Knowingly or unknowingly we are not active participants for preservation of the environment. The veiled reason is lack of environment education. Effective learning happens in childhood and to make environment education effective it is obligatory to impart the education in childhood. If the young generation of our country is trained for the protection of environment, then the result would be "Green India and Clean India".

References

1. Barraza L, Walford RA. Environmental education: A comparison between English and Mexican school children. *Environmental Education Research*. 2002; 8:171-186.
2. Blocker TJ, Eckberg DL. Gender and environmentalism: results from the 1993 general social survey. *Social Science Quarterly*. 1997; 78(4):841-58.
3. Burger J, Sanchez JW, Gochfeld M. Gender differences in recreational use, environmental attitudes, and perceptions of future land use at the Savannah River site. *Environment and Behavior*. 1998; 30:472-486.
4. Dixit S, Agrawal VP. Environmental awareness among prospective elementary teachers, *Edutracks*. 2009; 8(5):30-34.
5. Dubey A, Mishra S, Nagmani K. environmental awareness among women. *Indian Psychological Review*. 1998; 50(1):50-56.
6. Kumar S, Patil MS. Influence of environmental education on Environmental Attitude of the students: *Edutracks*. 2007; 6(8):23-24.
7. Meinhold JL, Makus AJ. Adolescents environmental behaviours: Can Knowledge, Attitude and Self efficacy make a difference? *Environment and behavior*. 2005; 37(4):511-532.
8. Yount JR, Horton PB. Factor influencing environmental attitudes: the relationship between environmental attitude defensibility and cognitive reasoning level", *Journal of Research in Science Teaching*. 1992; 29:1059-1078.