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## Environment Awareness of different streams of students

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### Abstract

This study examined the attitudes and behaviors of university students towards environmental awareness. Five stream namely Physical Education, Engineering, Medical, Management and Arts. There were 500 students (100 students of each stream) of Sirsa and Fatehabad districts, selected for the study. To know about attitude towards environment awareness self-made questionnaire was used. Results of the study revealed that there was significance different among the students of five streams and a positive correlation between attitudes and behaviors at the end of the course. These findings suggest a need for stressing the importance of environmental awareness in an educational setting, in order to benefit both student knowledge and future welfare of the greater population.

**Keywords:** Environment awareness, Different Streams, Students.

### Introduction

Environmental awareness is broadly defined. Among other things, awareness encompasses incorporating knowledge of contemporary issues affecting nature locally and beyond, discovering which actions can make a difference in your surroundings, and self-awareness concerning personal environmental philosophies. Science education has an important part in developing understanding of concepts that underpin environmental issues, leading potentially to pro-environmental behavior. However, science is commonly perceived negatively, leading to inappropriate and negative models of science that do not connect to people's experiences. The article argues that the cognitive and affective domains need to be explicitly integrated in a science education that informs environmental education, as a sense of relationship is require for environmental care and responsibility leading to informed action. The features of such approaches to science are discussed through analysis of the impact of modern and constructive postmodern science education models on environmental education, and possible strategies for making connections between cognitive and affective domains are proposed. The analysis incorporates the development of positive approaches to science and environmental issues through teacher modeling of biopic behavior, learning through pedagogy, the politicisation of education to raised social and environmental issues, suitable experiences of natural environments and living organisms, and science curricula that emphasis conceptual integration to demonstrate complex environmental effects, including the environmental consequences of human behavior.

Environment includes all living and non-living objects. We live in the environment and use the environmental resources like air, land and water to perform our needs. Development also means meeting the needs of the people. While meeting the ever-growing needs, we misuse on the environment. When the pressure exceeds the carrying capacity of the environment to repair or replace itself, it creates a serious problem of environmental downfall. If we use any environmental resource such as ground water beyond its limit of replacement, we may lose it forever. Therefore, there is a need to create 'awareness 'about Environmental protection. While efforts are being made at the national and international level to protect our environment, it is also the responsibility of every citizen to use our environmental resources with care and protects them from degradation. In this lesson we will discuss the meaning and causes of environmental degradation and the importance of environmental conservation.

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**Materials and method:**

The purpose of the study was to analyses the consciousness towards environmental awareness of different stream of students. To achieve this, 500 interested students of Sirsa and Fathebad district, were randomly selected as subjects. The present study was experimental and survey in nature and design was based on the randomized group of the students

was assessed by administering the questionnaire on them. The Environment awareness questionnaire developed by himself researcher. The reliability of the test developed by test retest method. The scale has high content validity. The data were tabulated and analyzed in the light of objective.

**Table 1: Summary of a One-Way Anova of Environment Awareness among Different Stream Of Students**

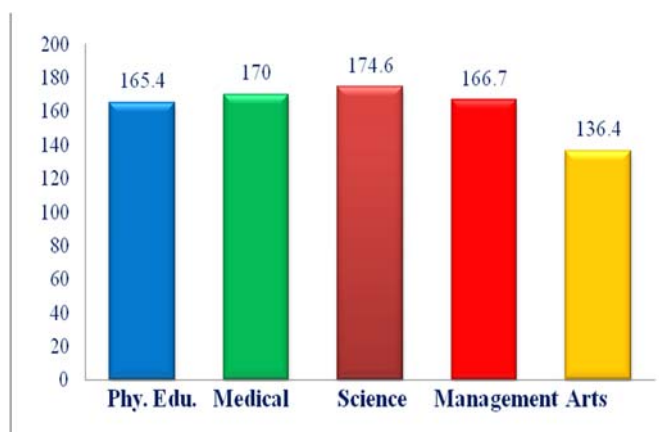
	Streams	N	Mean score	SD	Std. Error		Sum of squares	df	Mean squares	F
Environment Awareness	Phy. Edu.	100	172.4	21.9	3.55	Between Group	11755.9	4	5877.9	9.45*
	Medical	100	170.0	18.6	3.15	Within Group	48171.8	495	472.3	
	Science	100	174.6	25.1	4.24					
	Management	100	166.7	20.0	2.34					
	Arts	100	163.4	20.9	3.23					
	Total	500								

\*Significant at .05 level of confidence

It is observed from the Table 1 that the mean value of Physical Education, Medical, Science, Management and Arts students are 172.4, 170.0, 174.6, 166.7 and 163.4 respectively. Table also showed about the SD of Physical Education, Medical, Science, Management and Arts students is 21.9, 18.6, 25.1, 20.0 and 20.9 respectively among aforesaid students.

The sums of squares and Mean square between groups and within groups are 11755.9, 48171.8 and 5877.9and 472.3 among five group. The F ratio (6.15 for df 4/495) of environment awareness test scores of Physical Education, Medical, Science, Management and Arts students which was significant at .05 level of confidence. This indicates the students of Physical Education, Medical, Science, Management and Arts differ from each other in term of environment awareness. This means the null hypothesis stating that there is no significant difference in environment awareness of these group, was rejected.

**Graph 1: Mean Value of Environment Awareness Among Different Stream of Students**



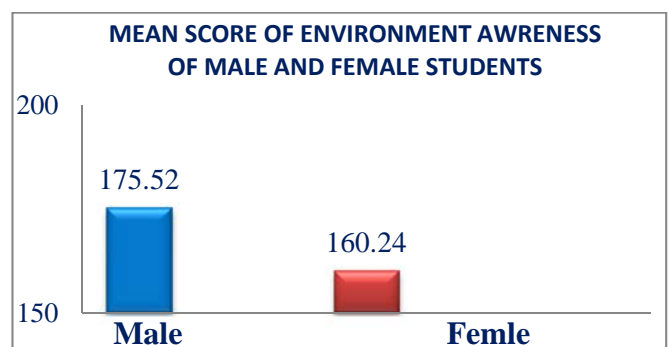
**Table 2: Comparison of environmental awareness between male and female students of different streams**

Groups	Mean	S.D	d.f.	S.E.D.	't'-Ratio
Male	175.52	17.02	98	3.37	4.53*
Female	160.24	23.15			

\*Significant at 0.05 levels of significance

Table: 2 represent the mean value of male and female students in health consciousness was 175.52 and 160.24 respectively and the SD value of male and female students in health consciousness was 17.02 and 23.15 respectively. The standard error difference was also finding out with the reading of 3.37. The 't' was calculated as 4.53 which was significant at .05 level of significance. Which was showed that significant difference in mean values of male and female students of different streams in health consciousness was found and our hypothesis was rejected.

**GRAPH-2**



From the above discussion it was observed that medical, science and physical education students were more conscious about their environment as compare to management and arts stream of students. So these hypotheses were rejected. In the second view male students are more consciousness than female students in the field health of environments.

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