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A study of the attitude of the students towards environmental awareness at secondary level in Bareilly district

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Abstract

The environment is the totality of all the external conditions affecting the life, development and survival of an organism. Man and his environment is involved in various cycles which sustained life on earth. There is not even a single species of either fauna or flora that can live independently, but man's wish to control the nature has led to imbalance in the eco system which raised many Geographical and Geological problems. So the question arises what will be the result of this distortion if the coming generation will be unaware in this regard.

Our very first action should be to inculcate the values of saving earth into our coming generation. The present study is a small effort to check the attitude of IXth class students towards environment awareness and conservation of life. The study is basically focused on Bareilly District of Uttar Pradesh.

Keywords: Attitude, secondary school students, environmental awareness

Introduction

The world and its people completely depend on their surroundings. Men interact with their environment everywhere for survival. According to BYJU'S (30 December 2020) environment can be defined as a "sum total of living and nonliving elements and their effects". Similarly *Wikipedia* defines that "the surroundings of a physical system that may interact with the system by exchanging mass, energy or other property". It can be said that people's lives depend on the environment. During the last five to six decades it has been increasingly observed that the life supporting potentials of our planet earth has been eroding rapidly and may ultimately threaten the very existence of biosphere. The root cause for depleting life supporting potentials of the earth is the environmental degradation through anthropogenically mediate activities. Today human factor is the largest contributor to the environmental degradation like overpopulation, pollution, burning fossil fuels and deforestation. All these deadly situations might pose serious threats to sustain life on earth (Gore 1993).

In recent years environment sensitivity has been converted into environmental education by environment specialists. It is through this process of education that people can be sensitized about the environmental issues. Nature is important for childrens' development in every major way intellectually, emotionally, socially, spiritually and physically (Kellert 2005). At the formal level of education the responsibility of environmental education mainly depends upon Schools College and universities and other territory institutions (Palmer 1998).

Formal and informal Education both play an important role in this regard. According to *Girija Shankar Bhagwan Ji Badheka*, Parents as well teachers have the same responsibility here to motivate the children for environmental protection. It has been proposed that there is a close relationship between developing positive attitude towards environment and knowledge about environment. School has an important role in shaping these attitudes this statement to care his environment (Dienno & Hilton 2005). Establishment of true and detailed knowledge about environment or environmental education is one of the appropriate ways for solution of environmental problems. It is a way of helping individuals and societies to resolve fundamental issues to the currents and future use of the

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world resources. Further environmental education is the study of relationship and interactions between dynamic natural and human systems. Environmental education appears to be process that equips human beings with awareness knowledge, skills, attitudes and commitment to improve environment. Environmental education should be a continues life long process beginning at the preschool level continuing through all formal and non-formal stages and should inter disciplinary discipline in making a possible a holistic and balanced perspective according to Suzana Ariff (2009).

There are several benefits of environmental education

- Better understanding of the environment
- Form an ethical society
- Enhancement of students' good characteristics
- Good moral values
- Good citizenship

The Hon'ble supreme court in India (22ndnov 1991) in this regard, has directed the state governments and education boards to introduce environmental education as a compulsory subject at all levels of education (school and colleges and also entrusted the responsibility to NCERT(18TH DEC 2003) for preparing the syllabus for environmental education at different level of school education. The chapter on fundamental duties of the Indian constitution clearly imposes duty on every citizen to protect environment. Article 51-A (g) says that it shall be duty of every citizen of India to protect and improve the natural environment including forests, lakes, rivers and wild life and also to have compassion for living creatures but man is exploiting nature everywhere for his own sake.

Now the question arises what will be the result of this distortion if the coming generation will be unaware about all this? The very first action should be to inculcate the values of saving earth into our coming generation. This work is possible only when children have positive attitude towards environment and earth. The present study is a small effort to check the attitude of 9th class students towards environment awareness and conservation of life. The study is basically focused on Bareilly District of Uttar Pradesh.

Statement of the problem

A study of the attitude of the students towards environmental awareness at secondary level in Bareilly district

Objective

1. To study the attitude of students towards environmental awareness at secondary level.
2. To study the attitude of boys from government schools towards environmental awareness at secondary level.
3. To study the attitude of girls from government schools towards environmental awareness at secondary level.
4. To study the attitude of girls from private schools towards environmental awareness at secondary level.
5. To study the attitude of boys from private schools towards environmental awareness at secondary level.

Hypothesis

1. There is no significant difference between the attitude of students from government and Private schools towards environmental awareness at secondary level.

2. There is no significant difference between the attitude of boys and girls towards environmental awareness from government schools at secondary level.
3. There is no significant difference between the attitude of boys and girls towards environmental awareness from private schools at secondary level.

Research method

The method used for the study is survey.

Area of research

The research is conducted on secondary schools students of IXth Class of Bareilly city from Bareilly district.

Population

The present study is concerned with the attitude of students towards environmental awareness and the population of the present study is both male and female students of class IXth of Bareilly district.

Sample and sampling technique

A sample of 100 students is taken for the present study. These 100 students taken from the four senior secondary schools available within the Bareilly city. Two secondary schools are from private and rest two are from government Sector. Sampling technique is random purposive sampling.

Tools used in the study.

A self-made questionnaire is developed for this purpose which contains thirty questions from various dimensions of environment.

Statistical techniques used in the study

Mean, standard deviation and 't' test is used.

Data analysis and interpretation

Environmental awareness of students at secondary school

Variable	N	Mean	S.D	t' value	DF	Significance (0.05)
Government	50	16.38	2.43	0.896	98	Not Significant
Private	50	16.3	3.57			

It can be deducted from table 1 that the mean and standard of boys 16.38 and 2.43 respectively. Similarly mean and standard deviation of girl are 16.3 and 3.57 respectively. The calculated t-value 0.896, hence the null hypothesis is accepted and it is concluded that there is no significant difference between the attitude of students from secondary schools i.e private as well government, student in their attitude towards environment awareness.

Environmental awareness of Boys and Girls from Government schools

Gender	N	Mean	S.D	t' value	DF	Significance (0.05)
Boys	25	16.36	2.44	0.906	48	Not Significant
Girls	25	16.4	2.46			

It can be deducted from table 2 that the mean and standard deviation of boys 16.36 and 2.44 respectively. Similarly and standard deviation of girls are 16.4 and 2.46 respectively. The calculated t-value 0.906, hence the null hypothesis is accepted and it is concluded that there is no significant difference between the attitude of boys and girls from

government schools in their attitude towards environmental awareness.

Environmental awareness of Boys and Girls from Private schools

Gender	N	Mean	S.D	t' value	DF	Significance (0.05)
Boys	25	16.24	3.84	0.954	48	Not Significant
Girls	25	16.36	3.35			

It can be deduced from table 2 that the mean and standard deviation of boys 16.24 and 3.84 respectively. Similarly and standard deviation of girls are 16.36 and 3.35 respectively. The calculated t-value 0.954, hence the null hypothesis is accepted and it is concluded that there is no significant difference between the attitude of boys and girls from Private schools in their attitude towards environmental awareness.

Major findings

1. The students from secondary schools have similar attitude towards environmental awareness.
2. The students from private secondary schools have similar attitude towards environmental awareness.
3. The students from government secondary schools have similar attitude towards environmental awareness.
4. The awareness about environment and environmental pollution was found to be moderate among the students of secondary schools
5. Half of the population was unaware about the things which are recyclable.
6. Most of the students did not know the function of ozone layer in the atmosphere.
7. Majority of the students have no idea what should be the alternative source of energy.

Educational suggestions

- It is suggested that environmental education should be made compulsory for all levels of education because it is an agency for social change and spreading values in the society.
- Environmental education should not be taught through multidisciplinary approach. It should be taught as a separate subject for betterment of the world. Education appears to be the only way to solve the environmental crises.

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