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STUDY OF ENVIRONMENTAL ACHIEVEMENT IN XI STANDARD STUDENTS THROUGH ENVIRONMENTAL AWARENESS

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ABSTRACT

The present study examined functions and performances of students in strengthening environmental education and environment awareness correlation has been found between the achievement of the students in environmental education and awareness. Environmental education is very important for self-fulfillment and social development. The environmental education is needed for the protection and preservation of environmental education is in order to maintain the quality of life. The role of students should go a long way in strengthening the environmental education for society. Normative survey method was used for this study. A sample of 100 students was drawn from XIth standard of four different schools of Fatehpur Block of Distt. Kangra. questionnaire was used to collect the data from students and an environment awareness ability test was used to find out the performance of students. Coefficient of correlation “r” was used to find out the relationship between achievement in environmental education and environmental awareness ability. The study indicates that the students are not performing to solve the problem of pulsation explosion, exahaustiom of natural resources, and pollution the environment. As a result, students are not having enough awareness and skills for identifying and solving environment problems. No significant positive relationship was found between achievement in environment education and environment awareness ability. The out door project, the orientation programme is to be give environment to students to enrich and strengthen the environmental education. Project and out of class activities should also be given to students to increase performance of students.

Keywords: Environmental Achievement, Environmental Awareness class XI.

INTRODUCTION

Environmental education means the education process dealing with man’s relationship with his natural and man made surroundings. It should aim not merely at imparting knowledge and understanding of man’s total environment but also at including skill, attitudes and values necessary to understand and Improve the recognizing biosphere and the troposphere.

Environmental education is the process of recognizing value and classifying concepts in order to develop skills and attitudes necessary to understand and his biophysical surroundings. Environmental education is not a separate branch of science but it is a life –long integral education.

Environmental is a global concept today. Environmental education is an approach to learning and not a subject of study. It endeavors to create a way of thinking requiring people to overcome prejudices. Environment education helps in programming leaning experiences ranging from the simple to the complex. The principle of environmental education is that it makes the child's education problem –based for understanding the environment and hazards of pollution. The environment education curriculum is socially relevant as it how unchecked and unplanned development pollutes air, water, and soil, thereby threatening our subsistence and existence.

Environmental education is very important for the child and the adult for self-fulfillment and social development. It helps in the maintenance of life health.

The need for the protection of environment in order to maintain the quality of life has been identified by many countries in the world. Environmental production starts by creating awareness among the people so that it becomes part of people's life style.

CONTEXT OF THE STUDY AND THE STATEMENT

In the current the need for studying the Environmental awareness of secondary school student is very essential for each individual to develop an awareness of production and preservation toward Environment. Our Environment is threatened due to many hazards. Air water and soil pollution is on the increase, degradation of Environment result in many problems. Therefore, there is a great need to protect and preserve our Environment. The role of students would go long way in achieving such desired goals. in order to hasten their awareness towards Environment. It is necessary to know what lives of awareness they possess, towards Environment.

OBJECTIVES

1. To study the Environmental achievement as awareness of class XI students.
2. To study the role of students in strengthening Environmental education.
3. To find out the Environmental awareness ability among students.
4. To find out the environmental awareness scores in environmental education and environment awareness ability.

METHODOLOGY

The normative survey method was used for this study to examine the role of students on strengthening environmental education of secondary school students. Environmental awareness ability and learning achievement are dependent variable. The investigator personally visited all the selected schools and met the students to explain the purpose of study and instructed them as to how to respond to the questionnaire and Environment Awareness Ability Scale. The questionnaire has 50 yes or no questions. 10 are related to protect to subject knowledge in environmental education 10 are related to protect the natural resources and 10 are related to environmental pollution and 10 are related to environment and social issues. Environment

Awareness Ability Measure are having 50 items. Each item carried the value of one mark and each disagreed item carried zero mark. The negative items are scored inversely. Thus, on the total scale the scores ranged between 0-50. The scale gives a composite score of environment awareness ability of the subject.

HYPOTHESES

There will be no relation between learning achievement of students in environmental education and environmental awareness ability.

SAMPLE

The sample of this study comprised 100 students from four different schools at Fatehpur block of District Kangra (H.P). The sample of students was selected using simple random sampling technique. All the students of one section from XI th standard were taken for the study.

The students included in the sample were both boys and girls.

S. No	Name of the Schools	No. Of Students
1	Government Ser. Sec. School Dhameta	25
2	Government Ser. Sec. School FatehPur	25
3.	Gvoernment Ser. Sec. School Manoh Sihal	25
4.	Government Ser. Sec. School Matlahar	25

TOOLS

The questionnaire was used to collect the data on the role responses of students.

Environment awareness ability measure is also used as tool. It measures the extent and degree of awareness of students about environmental polluting and its protection and consists of five components. Viz.(i) causes of pollution; (ii) conservation of soil, forest, air, etc; (iii) energy conservation; (iv) conservation of wild life and animal husbandry. More and several items in each component constituting the total of 50 items on the scale. Three indices of reliability were determined. Split-half – reliability was found to be 0.62. Secondly it was calculated by test-retest method. Two test retest reliabilities were determined one after an interval of one month and the other after two month and the other after two months and the values were found to be 0.75 to 73 respectively. Also the scale was found to have a validity of 0.84.

DATA ANALYSIS

Table 1: Responses of students to achieve the basic knowledge in environmental education

S. No.	Particulars	Yes %	No %
1.	Role to take interest and know the objective of environmental education .	70 (140)	30 (60)
2.	Role to advise the parents and society about the importance of environmental education.	62 (120)	38 (76)
3.	Role to instruct the parents and society to feel the impact of environmental education	62 (124)	38 (76)
4.	Role to help the society to acquire a basic understanding and its associated problems	60 (120)	40 (80)
5.	Role to help the social groups and individual to acquire an awareness and sensitivity to the total environment and its allied problems through various competitions like speech, drawing, dramas.	64 (128)	36 (72)
6.	Find the solutions for developing awareness of environmental education through community meeting or camp	62 (124)	38 (76)
7.	Helps to social groups and individuals acquired with skills for identifying and solving environmental problems	52 (104)	48 (96)
8.	Knowing the ecosystem	66 (132)	34 (64)
9.	Role to know the impact of environmental education	60 (120)	40 (80)
10.	Achievement of students in environmental education Average percentage of performing and not performing role respectively	30 (60) 58.8	70(140) 42.2

From Table 1 it is clear the 58.8 per cent of students performing well and 42.2 per cent of students are not performing well to achieve the basic knowledge in environmental education.

Table 2: Classifications of students on their basic knowledge in Environmental Education

S. No.	Role Performance Level	Frequency	Performance in percentage
1.	High Level	52	26
2	Moderate Level	96	48
3	Low Level	52	26

From Table2 it is clear the 26 percent of students perform their role at high level, 48 per cent of the students perform their role at moderate level, and 26 per cent of students perform this role at low level.

Table 3: Responses of students “to protect the natural resources”

S.No	Particulars	Yes %	No%
11	Role to protect the natural resources of land or soil.	66 (132)	34 (68)
12	Role to protect the natural resources of water	56 (112)	44 (88)
13	Role to protect the natural resources of air	32 (64)	68 (136)
14	Role to protect the natural resources of sunlight	61 (122)	39 (78)
15	Role to protect the natural resources of minerals	22 (44)	78 (156)
16	Role to develop forestation	72 (144)	28 (56)
17	Role to prevent deforestation	52 (104)	48 (96)
18	Role to protect the coal mines	2 (44)	78 (156)
19	Role to participate in field trip to the appreciation of wind energy, solar energy sea wave energy, biotic energy	52 (104)	48 (96)
20	Role to know the applications of trees and wild animals and protect the same average percentage of performing and not performing role respectively	48.5	50.8

From Table 3 it is clear the 48.5 per cent of students performing well and 51.5 per cent of students are not performing will to protect the natural resources.

Table 4: Classifications of students on preservation of the natural resource

S.No	Role performance level	Frequency	Performance In percentage
1.	High level	72	36
2.	Moderate level	96	48
3.	Low level	32	16

From table 4 it is clear that 36 per cent of students perform their role at high level. 48 per cent of the students perform their role at moderate level, and 16 percent of students performing at low level.

Table 5: Responses of students in protecting environmental pollution

S. No	Particulars	Yes%	No%
21.	Role know the causes of ozone depletion	70 (140)	30 (60)
22.	Role to know the causes to acid rain	72 (144)	28 (56)
23.	Role to avoid air pollution especially bursting of crackers	45 (90)	55 (110)
24.	Role to avoid air pollution especially bursting of crackers.	54 (108)	46 (92)
25.	Role to avoid water pollution	62 (124)	38 (76)
26.	Role to avoid land pollution	68 (136)	32 (64)
27.	Role to do social work like proper disposal of sewage, water effluents, hospital wastes and industrial waste	65 (130)	35 (70)
28.	Role to advise to avoid burning of plastics.	67 (134)	33 (66)
29.	Role to avoid the use of plastics	60 (120)	40 (80)
30.	Role to form gobar gas plant Average percentage of performing and not performing role respectively	45 (90) 60.8	55 (110) 39.2

From Table 5 it is clear that 60.8 per cent of students performing well and 39.2 per cent of students are not performing well.

Table 6: Classifications of students in protecting environmental pollution

S. No.	Role Performance Level	Frequency	Performance in Percentage
1.	High Level	104	52
2.	Moderate Level	80	40
3.	Low Level	16	8

From Table 6 it is clear that 52 per cent of students perform their role at high level and 40 percent of the students perform their role at moderate level, and only 8 per cent of students performing at low level.

Table 7: Responses of students on environmental and social issues

S. No.	Particulars	Yes %	No.%
31.	Role to help the society to follow environmental protection act	60 (120)	40 (80)
32	Role to know about the impact of global warming	65 (130)	35 (70)
33	Role to conserve the rain water harvesting in every house	70 (140)	30 (60)
34	Role to help the society to avoid the CO ₂ , SO ₂ gas by the burning of coal, underground oil gas	38 (76)	62(124)
35	Role to know the impact of chlorofluoro carbon in atmosphere	67 (134)	33 (66)
36	Role to guide the people about the conservation of human health	70 (140)	30 (60)
37	Role to help to know the moral values of environmental education	63 (126)	37 (74)
38	Role to help society to know the human rights with respect to environmental education	44 (88)	66 (132)
39	Role to advise the society not carry the unnecessary fancy life for the protection of environment	22 (44)	78 (156)
40	Role to give awareness about HIV/AIDS to the society Average percentage of performing and not performing role of students respectively	80 (160) 57.9	20 (40) 43.1

From Table 7 it is clear the 57.9 per cent of students performing well and 43.1 per cent of students are not performing well.

Table 8: Classification of student with respect to environment and social issues

S. No	Role Performance Level	Frequency	Performance in Percentage
1.	High Level	66	33
2.	Moderate Level	86	43
3.	Low Level	48	24

Form the Table 8 is it clear that 33 per cent of students perform their role at high level, 43 per cent of the students perform their role at moderate level, and 24 per cent of students performing at low level.

CORRELATION STUDY

The relationship between environment achievement and awareness ability was analysed by finding the co-efficient of correlation between them and the significance of 'r' is shown in table.

Table 9: Showing the value of 'r' and its significance

N	r	Df	Significance at 0.01 level
100	0.15	98	0.180

The calculated value of 'r' is 0.15 and is lower than the value of 'r' at 0.01 level of significance and indicates negative or negative relationship.

Since the 'r' value is very low it is concluded that there is a no positive relationship between learning achievement and environment awareness ability. It indicates the very low environment awareness ability among students due to the poor achievement in environmental education.

FINDINGS

1. Role of students to achieve the basic knowledge of environmental education is 58.8 per cent and only 28 per cent of students performing at high level.
2. Role to protect the natural resources is 49.2 percent of students and only 32 percent of students performing at high level.
3. Role of students in protecting the environmental pollution is 60.8 percent of student involving and 52 percent of students performing at high level. The conclusion is that students are not performing their role properly and systematically at high level in strengthening environmental education. There for students involvement is needed optimum level for above, mentioned roles in strengthening the environmental awareness. Also the students role are not satisfies to protect the national resources.

EDUCATION IMPLICATIONS AND SUGGESTIONS

The present study reveals that the students do not perceive some of the roles. Because, they are not aware of their roles. Special training should be given to students.

The study will help to find out environmental achievement of students as awareness. The level of environmental awareness has also been identified among students on the basis of their scores on the environmental awareness. The students are having enough awareness and skill for identifying and solving environmental problem so, the achievement of students is also in lower level. As a result, achievement of students depends upon the awareness in environmental education.

Students should maintain a good rapport between community, parents, and in strengthening the environmental education. Students should help to develop the society by giving guidance to remove the social issues in environmental education.

The students should contribute to out-of-class activities of real experiences like local visits to ponds, lakes, rivers, farms, zoos, factories, quarries and geological sites, ancient monuments, national park and nature trails. The students should study the community of vegetation and the plant formations.

The outdoor project, debate, the orientation programme should be assigned to students to enrich and strengthen the environmental education.

The environmental based project or out-of-class activities should also be given to students for real experiences to increase performance of students to strengthen the environmental education.

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