

Environmental awareness among senior secondary students of Maheshwar and Mandleshwar, Dist.- Khargone (M.P.)

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I. INTRODUCTION

Environment is, in general terms, a surrounding or conditions influencing development and growth of all the living beings.

For the last several decades nature and environment have always been a source of human reflection and investigation as the environmental pollution has reached to such a critical stage that we find ourselves passing through an irreversible climate change and are not able to retrieve the previous climate back.

It can be said that environmental education is education through environment, about environment and for environment. It is both a style and subject- matter of education. In so far as the style is concerned, it means teaching for environment that include components and issues such as controlling the environment, establishing proper ecological equilibrium which entails proper use and conservation of resources and also involves control of environment is not only functionally useful but is also aesthetically enjoyable. The aspect would include horticultural planning, rural planning and urban planning.

Further, environmental education should be a lifelong process and should aim at merely imparting knowledge and understanding man's total environment and of the methods and their application for improving our near and distant surroundings but it should also aim at including skills, the attitudes and values necessary to understand, appreciate and improve our biosphere and troposphere.

Now the liability lies on the next generation and I am sure that environmental awareness among the senior secondary students will lead the next generation towards restraining the unstoppable environment changes.

II. RELATED INVESTIGATIONS

Singh(1973) observed the effect of age and school environment on the fluid and crystallized intelligence of high school children selecting two groups for this investigation (first-906 students, second -566 students and teachers).

III. ACCOMPLISHMENTS

A. Stimulated environment group achieved higher significance in crystallized and fluid intelligence in both the test.

B. Means of personality variable were also high for the stimulated environment group.

→ Gupta, Grewal and Rajput (1981) invested the environmental awareness among 115 children of rural and urban schools and non formal education centres through 't' test.

IV. CONCLUSIONS

A. In environmental awareness, there is a significant difference between the students of rural and urban, non formal educational centres.

B. There is a significant difference between a non formal rural and a formal citizen.

C. There is no significant difference between a non formal and formal rural.

V. NEED AND IMPORTANCE OF THE STUDY

- Environment is a global concept today. Environmental education is an approach to learning.
- It makes the pupil's education problem related to understanding the environment and hazards of its pollution.
- It helps us as how unchecked and unplanned development pollutes air, water and soil and thereby threatening our subsistence and existence.
- As the problem is one, of the people, for the people, a proper understanding and support of the people will go a long way in carrying out antipollution measures.
- A number of environmental problems related to use of water, electricity, detergents, chemicals, plastic, wood, sanitation etc. have just a local dimension both in rural and urban areas people. Should be made aware of these.

People should be encouraged in tree plantation and maintenance, social forestry, environment education, extension programmes etc. In industrial towns the problems of industrial wastes and effluents on the one hand and growth of slums and related urbanization problems on the other, assume importance.

VI. OBJECTIVES OF THE STUDY

1. To know the level of knowledge and compare environmental awareness among students of government and public schools.
2. To compare environmental awareness among male students belonging to government and public schools.

3. To compare environmental awareness among female students of government and public schools.
4. To compare environmental awareness among students of arts and science groups of government schools.
5. To compare environmental awareness among students of arts and science groups of public schools.
6. To compare environmental awareness among high and low achieving students.
7. To compare environmental awareness among students who have and don't have an access to media.

VII. HYPOTHESIS

1. There exists a significant difference in the environmental awareness of students of government and public schools. There exists a significant difference in the environmental awareness among male students belonging to government and public schools.
2. There exists a significant difference in the environmental awareness among the male students belonging to government and public schools.
3. There exists a significant difference in the environmental awareness among the female students belonging to government and public schools.
4. There exists a significant difference in the environmental awareness among the arts and science students of government schools.
5. There exists a significant difference in the environmental awareness among the arts and science students of public schools.
6. There exists a significant difference in the environmental awareness among high and low achieving students.
7. There exists a significant difference in the environmental awareness among students who have and don't have an access to media.

VIII. DELIMITATIONS OF THE STUDY

1. The present study is limited to a very small region i.e. Maheshwar and Mandleshwar (Dist.Khargone, Madhya Pradesh)
2. It has been further limited to students studying in Secondary schools only.
3. Students belonging to science and arts streams have been selected for the study.
4. The test of environmental awareness by Praveen Kumar Jha has been used for the collection of data.
5. The sample is limited to 160 students of Maheshwar and Mandleshwar (Distt-Khargone, Madhya Pradesh) for the study.
6. More often the researcher/investigator fails to do a thing as perfectly as he or she wishes to, due to the lack of resources, knowledge and expertise.
7. Study can also be done at college level and university level. But due to paucity of time and funds, it could not be possible.

IX. RESEARCH METHODS

The development of the problem for the present study has been traced in the light of theoretical and research background

and the following steps of method and procedure adopted in conducting the study.

1. Design of the study:-

Under a broad canvas of survey method of research a questionnaire is made for survey.

2. Selection of sample:-

160 (80 from govt. schools and 80 from public schools) students at +2 level from various schools of Maheshwar and Mandleshwar.

3. Tools used:-

“Environment Awareness Ability Measure (EAAM) Test” by Praveen Kumar Jha is used for checking awareness towards environment.

4. Procedure of Data collection:-

The test has 51 items (including 43 positively and 8 negatively worded). A numerical weightage of 1 is assigned to the category agree in case of positive items and disagree in the case of negative items.

To collect the data the investigator visited the various schools of Maheshwar and Mandleshwar personally.

5. Reliability of test

6. Validity of test

7. Statistical treatment

The data were analysed with the help of suitable statistical techniques like Mean, Standard Deviation (SD), Standard Error of Mean and t-ratio.

The following formulas were used to find out

$$M(\text{Mean}) = \frac{\sum X}{N}, \quad SD (\sigma) = \sqrt{\frac{\sum x^2}{N}}$$

X. SAMPLE SELECTION

- List of the school surveyed

- 1 Govt. Boys Sr. Secondary School, Maheshwar.
- 2 Govt. Girls Sr. Secondary School, Mandleshwar.
- 3 Kunvartara Sr. Secondary School, Mandleshwar.
- 4 St. Paul Sr. Secondary School, Mandleshwar.

XI. FINDINGS

→ There is not significant difference on environmental awareness among students of public and govt. schools.

→ There is no significant difference on environmental awareness among male students of government and public schools at Sr. secondary level.

→ There is no significant difference on environmental awareness among male students of government and public schools at Sr. secondary level.

→ The science students are significantly higher than arts students of govt. schools. Science students are more aware about environmental problems in comparison to arts students.

→ The science students are significantly higher than arts students of public schools. Science students are more aware about environmental problems in comparison to arts students.

→Students with 60% marks (high achieving) are more enlightened than the average students getting marks in the range of 50-60%.

→The high achieving students are significantly higher than low achieving students on EAAM.

→There is not significant difference on environmental awareness among average achieving and low achieving students.

→There is no significant difference among students who have an access to media and those who do not have an access to media.

XII. CONCLUSIONS

- (a) Students of Govt and public schools have similar environmental awareness ability.
- (b) Male and Female students of govt. and public schools have similar environmental awareness ability.

XIII. IMPLICATIONS OF THE STUDY

The findings of the study are of crucial importance in protecting environment. However, some of its practical implications can be pooled together to consider its importance. On the basis of the findings of the study, the following implications emerge out :

1. To enhance the chances of creating more awareness about the environment, the education process has to play more a practical role.
2. The subject of environmental education should be included as compulsory subject in curriculum.

3. Special emphasis should be given on students at lower school level because they are tomorrow's citizens and educating them means educating a generation.

4. For creating environmental awareness among students and general public, various campaigns can be launched from time to time. In school, essay writing competition, painting competition, debates, on the topic of environment can be organized.

5. The causes of environmental pollution should be brought to the notice of the children so that remedial measure can be taken.

6. Environmental education should be made more effective in rural areas.

7. Students can contribute significantly in conserving the environment.

XIV. SUGGESTIONS FOR FURTHER STUDY

- 1 A similar study can be conducted on a larger sample selected from all the districts of the state of M.P.
2. The study can also be undertaken on a sample at college and university level.
3. To verify the findings of the present study inter-state and cross cultural studies can be conducted.

AUTHORS

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