

A Comparative Study Of the Environmental Awareness Among Students Studying At Secondary Level.

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Abstract- Environmental awareness is indicative of one's conscious state of being towards one's own environment. The environmental issues are important because the absence of their solutions is more horrible. This study examined the environmental awareness among rural and urban secondary school students of Pauri (Garhwal) District. This study adopted survey method of research and sample of 300 secondary school students randomly selected from different schools in Pauri (Garhwal) District in Uttarakhand. The research instruments used for data collection was environmental awareness ability scale developed by Dr. Savita Rawat D.A.V. (P.G.) College, Dehradun. The present study reveals also the comparison in environmental awareness between boys and girls .

Keywords environmental, awareness, rural, urban, students, boys, girls.

INTRODUCTION- Environment includes all living and non-living objects . We use the environmental resources like air, land and water to meet our needs. While meeting the ever-growing needs, we put pressure 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 degradation. For example 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. Environmental awareness is indicative of one's conscious state of being towards one's own environment. As if we do not attempt to improve these bad conditions of environment at the right time, then the day is not far away when the existence of the world would be in danger. So it is imperative to create awareness about the environment in human. Generally, at the secondary level students decide their values, ideals and directions of life. If an attempt to create awareness about environment to them at this level, can control the problems of environment not only in present but also in future. We can say that the environmental issues are important because the absence of their solutions is more horrible. Unless environmental issues are not solved or not taken care of the coming generations may find earth worth not living. The need of the planet and the needs of the person have become one. In the present study environmental awareness includes both factual familiarity and personal variables as a composite whole. This study adopted survey method of research and sample of 300 secondary school students randomly selected from different schools in Pauri (Garhwal) District in Uttarakhand. The present study reveals also the comparison in environmental awareness between boys and girls .

STATEMENT OF THE PROBLEM- A comparative study of the environmental awareness among students studying at secondary level.

DELIMITATION OF PROBLEM

1. Only rural and urban Secondary Level Schools of Pauri (Garhwal) District, Uttarakhand have been taken for the present study.
2. The present study has been conducted only on class 9th and 10th level students.

OBJECTIVES OF THE STUDY The following OBJECTIVES will be pursued in this study

- 1- To Study the environmental awareness among Boys and Girls studying at secondary level.
- 2- To study the environmental awareness among rural and urban students studying at secondary level.

HYPOTHESIS- The following HYPOTHESIS will be pursued in this study

1. There is no significant difference in the environmental awareness among boys and girls studying at secondary level.
2. There is no significant difference in the environmental awareness among rural and urban students studying at secondary level.

METHODOLOGY- Survey method is adopted in this study because we can find the correct information about the present circumstances of an area.

POPULATION AND SAMPLING-:

Only Secondary level schools (Urban & Rural) of Block-Dugadda, District Pauri (Garhwal), Uttarakhand have been taken in the present study. 150 students (75 boys and 75 girls) have been selected from 5 urban secondary schools and 150 students (75 boys and 75 girls)

have been selected from 5 rural secondary level using stratified sampling technique. Therefore, there are total sample of 300 students including 150 students from rural areas and 150 students from urban areas.

TABLE 01

Studying at secondary Level	Rural Area	Urban Area	Total
No. of Boys	75	75	150
No. of Girls	75	75	150
Total	150	150	300

TOOLS AND SCORING – The researcher used the Environment Awareness scale made by Dr. Savita Rawat, D.A.V.(P.G.) College Dehradun, Uttarakhand for measuring the environment awareness among the students which is based on the nine sub-scale like water pollution, air pollution, soil pollution, sound pollution, population, polythene, forest, light, environment curriculum. There is no time limit to conduct this test. Its scoring is done in the following way – One mark is given for right answer and no mark is given for wrong answer.

STATISTICAL TECHNIQUES

The tabularized data were subjected to statistical treatment by using Mean, Standard Deviation and 't'-Test, statistical techniques in reference of testing the framed hypothesis. The significance of 't' ratio was found with the help of table of 't' values which indicated the critical values of 't' ratio necessary to reject the null hypothesis at selected level of significance (0.5 levels) with a degree of freedom of Sample.

ANALYSIS AND INTERPRETATION OF DATA

In the present study, data analysis and discussion of the result is as follows:

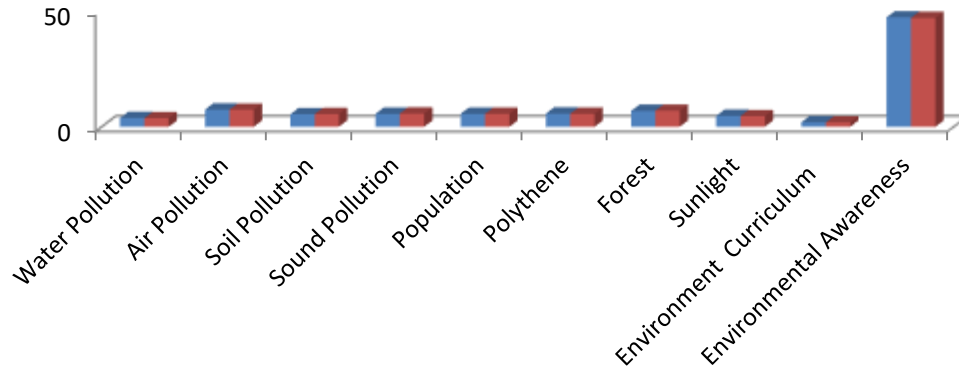
- TESTING OF HYPOTHESIS NO 1-** There is no significant difference in environmental awareness among boys and girls studying at secondary level.

TABLE 02

Significance of difference in environmental awareness among boys and girls studying at secondary level.

S. No.	Scale	No. Of Students		Mean	S.D.	't' Value	Significant / Non-Significant at 5% level
1	Water Pollution	Boys	150	3.81	0.61	1.34	Non-Significant
		Girls	150	3.74	0.19		
2	Air Pollution	Boys	150	7.45	1.03	0.57	Non-Significant
		Girls	150	7.39	0.81		
3	Soil Pollution	Boys	150	5.45	1.05	0.64	Non-Significant
		Girls	150	5.52	0.83		
4	Sound Pollution	Boys	150	5.62	0.52	1.78	Non-Significant
		Girls	150	5.72	0.45		
5	Population	Boys	150	5.62	1.39	0.16	Non-Significant
		Girls	150	5.59	1.86		
6	Polythene	Boys	150	5.70	0.40	1.43	Non-Significant
		Girls	150	5.59	0.85		
7	Forest	Boys	150	6.89	1.01	0.40	Non-Significant
		Girls	150	6.93	0.69		
8	Sunlight	Boys	150	4.75	0.63	1.63	Non-Significant
		Girls	150	4.61	0.84		
9	Environment Curriculum	Boys	150	1.97	0.95	0.73	Non-Significant
		Girls	150	1.91	0.31		
	Environment Awareness	Boys	150	47.26	6.99	0.18	Non-Significant
		Girls	150	47.0	16.23		

A Graphical representation of comparison in means of boys and girls on the basis of different scale of the Environmental Awareness



A Comparative study of environmental awareness of boys and girls studying at secondary level has been measured on the basis of nine scale. If we observe the table 02 the value of 't' is 0.18 in the context of environmental awareness. This value must be a value of 1.97 to be significant at the 0.05 level with 298 degree of freedom. But the value obtained in this study is less than the table value. This means that there is no meaningful difference in the environmental awareness among boys and girls studying at secondary level. Hence the null hypothesis that there is no significant difference in the environmental awareness among boys and girls studying at secondary level is approved at the 0.05 level. Therefore we can say that environmental awareness of Boys and girls are same.

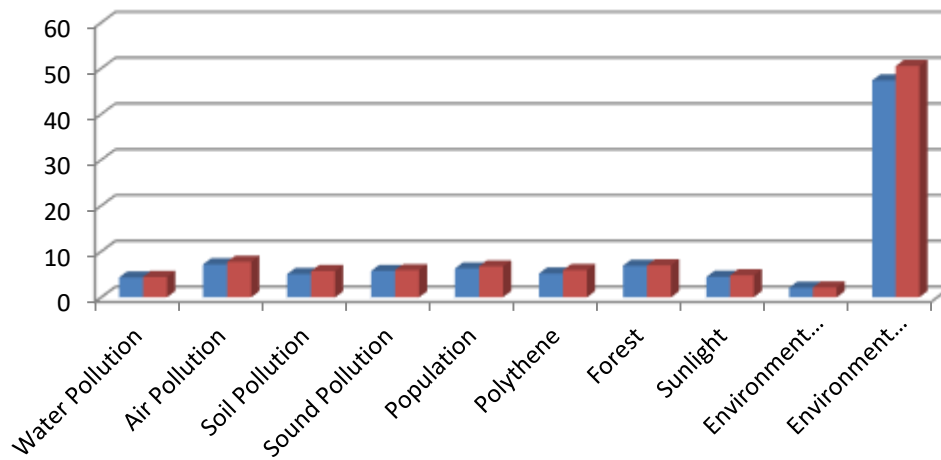
TESTING OF HYPOTHESIS NO 2- There is no significant difference in environmental awareness among urban and rural students studying at secondary level.

TABLE 03

Significance of difference in environmental awareness of rural and urban students studying at secondary level.

S. No.	Scale	No. Of Students		Mean	S.D.	't' Value	Significant / Non-Significant at 5% level
1	Water Pollution	Rural	150	4.34	0.6	1.62	Non-Significant
		urban	150	4.45	0.57		
2	Air Pollution	Rural	150	7.19	1.15	4.07	Significant
		urban	150	7.74	1.19		
3	Soil Pollution	Rural	150	5.09	1.08	5.62	Significant
		urban	150	5.76	0.98		
4	Sound Pollution	Rural	150	5.77	1.43	1.68	Non-Significant
		urban	150	5.93	0.71		
5	Population	Rural	150	6.31	1.03	4.42	Significant
		urban	150	6.75	0.65		
6	Polythene	Rural	150	5.20	2.61	2.79	Non-Significant
		urban	150	5.94	1.93		
7	Forest	Rural	150	6.90	1.31	0.79	Non-Significant
		urban	150	6.99	0.43		
8	Sunlight	Rural	150	4.47	1.31	2.93	Significant
		urban	150	4.81	0.55		
9	Environment Curriculum	Rural	150	2.09	0.51	0.81	Non-Significant
		urban	150	2.16	0.92		
Environment Awareness		Rural	150	47.36	27.68	1.19	Non-Significant
		urban	150	50.53	17.20		

A Graphical representation of comparison in means of rural and urban students studying at secondary level on the basis of different scale of the Environmental Awareness



A Comparative study of environmental awareness among rural and urban students studying at secondary level has been measured on the basis of nine scale. If we observe the table (03) the value of 't' is 1.19 in the context of environmental awareness. This value must be a value of 1.97 to be significant at the 0.05 level with 298 degree of freedom. But the value obtained in this study is less than the table value. This means that there is no meaningful difference in the environmental awareness among rural and urban students studying at secondary level. Hence the null hypothesis that there is no significant difference in the environmental awareness among rural and urban studying at secondary level is approved at the 0.05 level. Therefore we can say that environmental awareness among rural and urban students studying at secondary level are same. But there are significant differences in environmental awareness among rural and urban students studying at secondary level in the context of air, soil, population and sunlight meanwhile no significant difference in the context of water pollution, sound pollution, polythene, forest and environmental curriculum.

CONCLUSION-

The environmental awareness among boys and girls is same in the context of water pollution, sound pollution, polythene, forest, environmental curriculum and same result in case of urban and rural students. The environmental awareness among boys and girls also same in the context of air, soil, population and sunlight but not same result in case of rural and urban students. Since urban students are more sensitive to air, population and sunlight than rural students because they are affected badly while living in urban areas meanwhile rural students possess better information about soil pollution than urban students. We can conclude it that there is no difference in environmental awareness between boys and girls. We can also conclude it that there is no difference in overall environmental awareness between rural and urban students.

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