

A STUDY ON ENVIRONMENTAL AWARENESS AMONG HIGHER SECONDARY STUDENTS

Dr.S.Sampath Kumar

Assistant Professor of Education
Government College of Education for Women.
Coimbatore-01

Abstract

Education is the present day context, is perhaps the single most important means for individuals to improve personal endowments, build capability levels, overcomes constraints and in the process, enlarge their available set of opportunities and choices for sustained improvement in wellbeing. For the sake of our planet, obviously environment education plays vital role for creating Interest in environment. This is the crucial time that environment awareness and environmental sensitivity should be cultivated among the masses particularly among youths. For the awareness of society it is essential to work at a gross root level. So the whole society can work to save the environment. Among those compulsory environmental education at all level in the education system as directed by supreme court is the most appropriate towards environment protection.

Keywords: *Education. Environmental Awareness.*

INTRODUCTION

Environmental education which is relatively new, is an inter disciplinary process that aims at equipping people with the knowledge, attitudes, skills and motivation that they need to help resolve environment issues. Unlike the formal education, environmental education aims at affecting behavioural change, knowledge acquired through environment education should lead to change in people values and attitudes some of the definitions have been provided to understand the concepts. Environmental education is a learning process that increases peoples knowledge and awareness about the environment and associated challenges, develops the necessary skills and expertise to address the challenges and fosters attitudes, motivated and commitments to make informed decisions and take responsible action. Environmental education is problem centre inter disciplinary value oriented, community-oriented and concern with man's survival as species based on students-initiated activated and involvements present and future oriented.

METHODS TO CREATE ENVIRONMENTAL AWARENESS

Environmental awareness must be created through formal and non formal education to all sections of the society. Environmental awareness in schools and colleges, through mass-media, cinema, Newspapers ,Audio-visual media, voluntary organizations, Traditional techniques, Arranging competitions. Leader's appeals.

NEED FOR THE STUDY

Environmental awareness is an important issue in today's world. It is absolutely essential for our country to take adaptation measures to the impacts of climate change. Effective environmental education requires the recognition of appropriate and meaningful strategies to help students to discover more about natural worlds, assemble information, facts and solve the environmental related problems. Due to non awareness of protection towards environmental nature got suffered and polluted. Environmental pollution spoils the health of every living. Hence the investigators have assessed the environmental problems awareness among the higher secondary students. The influence of types of schools, groups chosen for study, gender difference on their environmental awareness was investigated

OBJECTIVE OF STUDY

To find out the environment awareness of higher secondary students with regards to the variable sex, locality of school and type of school.

NULL HYPOTHESES

1. There is no significant difference between higher Secondary boys and girls in their environment awareness
2. There is no significant difference between rural and urban secondary students in their environment awareness.
3. There is no significant difference art and science students in their environment awareness.
4. There is no significance difference between government aided and corporation higher secondary students in their environmental awareness.
5. There is no significant difference between the higher secondary students belongs to Nature of school Boys , Girls and Co-education in their environment

SCOPE OF STUDY

The present study aim at studying the environmental awareness among higher secondary students. The present study focuses on the environment awareness of higher secondary students. To find out the problems of environment awareness and make suggestion for finding solution to the above all problem in a rational free manner.

METHOD OF THE STUDY

The problem selected for the present study is concerned with survey types and stratified random sampling technique. The investigation has adopted the survey method, which suggests the gathering of evidence to current condition. According to Webster's collegiate dictionary a survey is a critical inspection, often official to provide exact information (Kothari).

The survey is an important type of study, it must not be confused with the mere clerical routine of the survey method gathers data from a relatively larger number of cases at a particular time, it is not concerned with characteristics of individuals as individuals. Survey

has their influence both in leading to the formation of hypothesis and at a more advanced stage in putting them to the text.

POPULATION FOR THE STUDY

The population for the present study is the higher secondary students in Coimbatore district. the stratified random sampling is an improvement over systematic sample random sampling method in which the researcher is population in states on the basis of some characteristic.

The investigation adopted stratifies random sampling technique for the present study. Under this process the entire population is divided into a number of homogeneous group called strata. A sample is drawn from each stratum at random. These samples are then combined to form a single sample of the population. The population is divided into strata on the basics of sex, type of school, and medium of instruction educational qualification and parental income.

HYPOTHESE TESTING.

NULL HYPOTHESE.

There is no significant difference male and female of higher secondary students in their Environmental Awareness.

Table-1

ENVIORNMENTAL AWARNESS GENDER

Gender	N	MEAN	SD	CALCULATED T-Value
Male	105	38.26	4.65	1.8
Female	105	38.45	4.92	

From the above table, it is inferred that, there is no difference in the mean value of Environmental Awareness' scores among male and female. The calculated t value (1.80) is less than the table value (1.97) at 5% level of significance. Hence the null hypothesis is accepted. Therefore, there is no Environmental Awareness'.

NULL HYPOTHESIS

There is no significant difference among, arts, science and vocational groups students of Higher secondary students in Environmental Awareness'.

Table-2**ENVIRONMENTAL AWARENESS SUBJECT**

Subject	N	Mean	SD
Arts	30	38.2	4.48
Science	100	38.89	4.86
Vocational	80	37.76	4.78

From the above table, it is inferred that, is a small difference in the mean value of Environmental Awareness' scores among arts, science and vocational groups students. the mean score of science group students is slightly higher that of the mean scores of arts and vocational group students.

In order to find out whether there is a significance difference 'F' test was applied.

Table-3**ENVIRONMENTAL AWARENESS: ANOVA; SUBJECT**

Source Variance	df	Sum of squares	Mean squares	F-value
Between Group	2	57.41	28.71	1.26
Within Group	207	47212.07	22.81	

The calculated F-value (1.25) is lower than of the table value(3.03) at 5 level of significance. Hence the null is no significance difference between among art, science and vocational group students of Higher Secondary students in their Environmental Awareness

NULLHYPOTHESIS

There is no significance difference between Tamil Medium and English Medium of Higher Secondary students in their Environmental Awareness.

TABLE-4**ENVIRONMENTAL AWARENESS MEDIUM OF INSTRUCTION**

Medium	N	Mean	SD	T Value
Tamil	160	38.44	4.68	0.81
English	50	38.19	5.51	

From the above table, it is inferred that, there is no difference in the mean value of Environmental Awareness' scores among male and female. The calculated t value (0.81) is less than the table value (1.97) at 5% level of significance. Hence the null hypothesis is accepted. Therefore, there is no Environmental Awareness.

NULLHYPOTHESIS

There is no significance difference between rural and urban of Higher Secondary students in their Environmental Awareness.

TABLE-5**ENVIORNMENTAL AWARENESS: LOCALITY**

Medium	N	Mean	SD	T Value
Rural	100	38.66	4.43	0.65
Urban	110	38.09	5.03	

From the above table, it is inferred that, there is no difference in the mean value of Environmental Awareness' scores among rural and Urban. The calculated t value (0.65) is less than the table value (1.97) at 5% level of significance. Hence the null hypothesis is accepted. Therefore, there is no Environmental Awareness.

NULLHYPOTHESIS

There is no significant difference among Higher Secondary Stuent's in government, government aided, private and corporation in their Enviornmental Awareness.

TABLE-6**ENVIORNMENTAL AWARENESS: TYPE OF SCHOOL**

Type of School	N	Mean	SD
Government	60	36.75	5.27
Government Aided	50	37.64	4.81
Private	50	38.84	3.34
Corporation	50	38.24	4.12

From the above table, it is inferred that, there is no difference in the mean value of Environmental Awareness' scores among government. Government aided, private and corporation. The mean score of the students studying in private school is higher than the mean value of the students studying in other schools. To find out whether there is a significant difference 'F' Test was applied. The following table gives the F value with reference to type of school.

TABLE-7**ENVIONMENTAL AWARENESS: ANOVA: TYPE OF SCHOOL.**

Source of Variance	Df	Sum of Squares	Mean Square	F Value
Between Group	3	230.33	76.78	3.48
Within Group	206	2064548.16	22.07	

The calculated F value (3.48) is higher than that of the table value (2.64) at 5% level of significance. Hence the null hypothesis is rejected. There fore there is significance difference among Higher Secondary students with reference to the type of school in their level of

environmental awareness. This shows that it requires post ANOVA. Post ANOVA test was made to analyze with group contributes to the significant difference.

NULLHYPOTHESIS

There is no significant difference among Higher Secondary students in Girls, Boys and Co-education in their Environmental Awareness.

TABLE-8

ENVIRONMENTAL AWARENESS: NATURE OF SCHOOL

Nature of the school	N	Mean	SD
Girls	25	39.2	2.67
Boys	25	39.24	4.39
Co-education	160	38.09	5.07

From the above table, it is inferred that, there is difference in the mean value of Environmental Awareness' scores among girls, boys and Co-education school.. The mean score of the students studying in girls school is higher than the mean value of the students studying in other schools. To find out whether there is a significant difference 'F' Test was applied. The following table gives the F value with reference to nature of school.

TABLE-9

ENVIRONMENTAL AWARENESS: ANOVA: NATURE OF SCHOOL.

Source of Variance	Df	Sum of Squares	Mean Square	F Value
Between Group	2	48.34	24.17	1.06
Within Group	207	4730.15	22.85	

The calculated F value (1.06) is lower than that of the table value (3.03) at 5% level of significance. Hence the null hypothesis is accepted. There fore there no significance difference among girls, boys and Co-education group students of Higher Secondary students in their Environmental Awareness..

FINDINGS

The data was analyzed by using descriptive statistics, t test and one way ANOVA, the finding of this study are as follows;

1. The calculated t value (1.80) is less than the table (1.97) at 5% level of significance hence, the null hypotheses is accepted. Therefore, there is no significant difference

between male and female of higher secondary students in their Environmental Awareness.

2. The calculated t value (1.81) is less than the table (1.97) at 5% level of significance hence, the null hypotheses is accepted. Therefore, there is no significant difference between Tamil medium and English medium of higher secondary students in their Environmental. Awareness.
3. The calculated t value (0.65) is less than the table (1.97) at 5% level of significance hence, the null hypotheses is accepted. Therefore, there is no significant difference between rural and urban of higher secondary students in their Environmental Awareness.
4. The calculated t value (3.47) is higher than the table (2.64) at 5% level of significance hence, the null hypotheses is rejected. Therefore, there is significant difference among higher secondary students with reference to type of school in their Environmental Awareness .
5. The calculated t value (1.06) is lower than the table (3.03) at 5% level of significance hence, the null hypotheses is accepted. Therefore, there is no significant difference among girls, boys and co-education group students of higher secondary students in their Environmental Awareness.

RECOMMENDATIONS

1. Environmental awareness plays a significant role in the development of every individual life, hence the awareness about environmental should be given to the students at all level of education.
2. Environmental education should be as a compulsory subject in curriculum, at all level of education.
- 3 Environmental awareness should be the integral part of any environmental curriculum encouraging taking an active role in the protection to the environment.
4. various activities related to environmental education like essay writing, mime etc, can be arranged in schools.
5. Organizing awareness camps about environment related social issues in rural areas
6. every college and school should take steps to develop knowledge about environmental awareness.
7. the students be made to inculcate the habit of planting more trees and create a green revolution

CONCLUSION

The present study focuses on the environmental awareness it may help in motivating the habit of social, personal and educational responsibility among the higher secondary

students towards environment. Result and finding of the study can provide important insight in to the development of knowledge of environment awareness among the future students, because they are the builder of the society.

REFERENCE

Anand, Dilip M(2012) Environmental Education for sustainable Development in TamilNadu” Lisan World Vokl 39(8).

Arujunan & Abraham. Mercy (2006) Environmental Experience and Environmental Attitude: A study among secondary students GCTE’ journal of Research and Extension Vol.1(2).

Geetha (2011) Environmental Awareness among the studies of standard IX in Tiruchendur Taluk, New Horizons in Educational Research vol III (2).

Gnanadevan (2007) Environmental Awareness of higher secondary Research and Reflections.

Mamta,(2009) Environmental Awareness and modernization among secondary students”. Psycholingua VOL.39(2)

Sotishirendra Chandra & Amit Sharma (2010) Significance of Environmental Education in Present contxt” VOL XLI (2).

