Environmental awareness ability among college students of different streams of study- arts, science & commerce.

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Abstract

Environment is a global concern today. A number of environmental changes have been witnessed by earth due to pollution and Eco degradation of the environment by man. Students are the future of every country and thus they should have understanding and awareness of the environmental problems. The aim of this study was to compare the extent of awareness of female college students of different streams-arts, science and commerce, about environmental pollution and its protection. For the study a sample size of 90 students (30 each) was taken. Environment awareness ability measure prepared by Dr Praveen Kumar Jha was used for the study. The results revealed that the students of science stream have higher environmental awareness ability as compared to students of arts and commerce stream.

Keywords-environment, Eco degradation, awareness

Introduction

Environment is defined as a surrounding or conditions influencing development or growth. It can be understood as a system which includes all living and non- living things. The relationship between environment and humankind is indeed deep and has been recognized from Vedic period. Also, non-violence towards both animate and inanimate components of biosphere has been a guiding principle in the Indian psyche. Human being shares a dynamic relationship with the environment. Therefore, it is vital to protect and conserve it and not to be treated as commodity to be exploited.

As our world is rapidly changing and life standards are getting higher, humans are destroying and degrading the environment. Both over-development in the industrialized world and under-developed & developing countries pollute and Eco degrade the environment. The developed countries do so out of greed and increased luxury whereas developing countries need abundant material growth to fulfill the basic needs of their people. The environment which sustains life is in danger at present due to pollution, climate change, overpopulation, industrial & household waste, ozone layer depletion, depletion of important resources like water, soil, extinction of important wildlife, habitat destruction etc.

Environmental problems are much talked about topic in these years. It has become the concern of all: the academicians, scientists, intellectuals, policymakers and government across the continents. Numerous conferences, summits and other activities are organized at the international levels which shows that environment is on the agenda of the international community. It is important for every country to educate and bring awareness among its citizens. Environmental awareness involves having knowledge and necessary skills to solve the problems of environment.

The objective of environmental education includes awareness, knowledge, attitude, skill and participation of people in protecting the environment. Environment protection has been operationalized into a concept of sustainable

development, which implies" meeting the needs of the present generation without compromising the needs of future generation". It is a process of development that discourages the present generation to become better off at the cost of future generation. Thus, we must all work together to have sustainable development and a balanced ecosystem for a better quality of life for today and generations to come.

Students are a part of the society who have the potential for environmental protection and conservation. Attitude, awareness, knowledge, behavior that they have about the environment either directly or indirectly influence future decision-making about natural resources and how their use can be sustainable. Therefore, students should be motivated in order to become pioneer, in pro-environmental behavior.

Review of literature

Several studies have been conducted in this area. Studies focused mainly on the environmental awareness and practices of college students (sivmoorthy, Nalini & Satheesh Kumar, 2013; Sharma 2016) college students' level of awareness, attitude and participation in environmental activities (Bhat et al., 2016) intrinsic and extrinsic motivation of tertiary students and their ecological awareness and practice (Milos & Cicek, 2014).

A study by Gunde, R V, & Parit A.S (2015) found significant difference in the environmental awareness among male and female students as well as faculty. Chavada Kuldeep, Charan Dinesh found no significant difference between boys and girls college students, but level of education (under graduate students and post graduate students) show a significant difference. Students' knowledge of the environment has been positively associated with their environmental care behavior, which can abate environmental damage. Nurwidodo et al stated that students environmental care is low because there is lack of intention to understand and study environmental problems. At schools and colleges teachers only focus on academic performance and not on how students try to keep the school or college environment clean. Rahardjo's study shows that learning should focus on promoting students' positive attitude towards the environment. It is important that students understand the fundamental environmental problems which will initiate a change in attitude and awareness.

Environmental education is considered important to increase individual knowledge, positive attitude and eco-friendly behavior. Thus, it is a part of the curriculum in schools and colleges in India. Institutes make efforts by organizing competitions, talks, seminars and conferences and activities like plantations to spread knowledge about the problem and suggestions. Despite the efforts students have not acquired the knowledge and understanding needed to care for the environment.

Methodology

Objective

To find out significant difference in environmental awareness ability of college girls' students with respect to difference streams of study (arts, science, commerce)

Hypothesis

1. There will be no significant difference in the mean scores in environmental awareness between the students belonging to arts stream and science stream.
2. There will be no significant difference in the mean scores in environmental awareness between the students belonging to arts stream and commerce stream.
3. There will be no significant difference in the mean scores in environmental awareness between the students belonging to science stream and commerce stream

Sample

The sample consisted of 90 college girls' students, of which 30 students belong to government arts girls' college 30 to government science girls' college and rest 30 to government commerce girls' college of Kota Rajasthan. The sample was randomly selected. The age group ranged between 17 to20.

Tools

Environment awareness ability measure prepared by Dr Praveen Kumar Jha was used. The scale consisted of 51 items (43 positively worded and 8 negatively worded) based on various environmental factors such as causes of pollution, conservation of soil, forest air etc. energy conservation, conservation of human health and conservation of wild life and animal husbandry. The scale was standardized on 300 boys and 300 girls drawn randomly from 10+2+3 classes of different schools and colleges. The age range was 14 and 21. The scale has reliability of .84 and validity of .83

Procedure

Data was collected from 90 college girls' students belonging to three different undergraduate colleges of different streams-arts, science and commerce. With the consent of the subjects the test was administered and data was collected. Scoring was done as per the instructions in the manual and the results were statistically analyzed.

Statistical analysis

In the present study Mean, standard deviation (SD), t test was computed to compare the environmental awareness ability measure between college students in relation to the three different groups-arts, science and commerce.

Result and discussion

Table: (1) Mean, standard deviation, & 't' value of environmental awareness ability of arts and science group.

Group	N	Mean	SD	't' Value	Table Value	Level of Significance
Arts	30	39.90	4.48	3.76	2.00	0.05
Science	30	43.47	2.65			

The above table shows that the mean for arts and science group as environmental awareness ability is concerned is 39.90 and 43.47 respectively. This indicates that the science students are more aware of the environmental concepts and state of the environment, problems and its protection. The S.D is 4.48 and 2.65 for the arts and science students respectively. The "t "value is 3.76, which is significant at 0.05 level. So, the null hypothesis which states that there will be no difference between the means of arts and science stream students is rejected. As it is seen that the difference is marked significant.

Table: (2) Mean, standard deviation, & 't' value of environmental awareness ability of arts and commerce group.

Group	N	Mean	SD	't' Value	Table Value	Level of Significance
Arts	30	39.90	4.48	1.76	2.00	0.05
Commerce	30	37.47	6.09			

The above table shows that the mean for arts group and commerce group as environmental awareness ability is concerned is 39.90 and 37.47 respectively. This indicates that there is not much difference in the understanding of these two group regarding the environment issues. The S D is 4.48 and 6.09 for the arts and commerce students respectively. The "t "value is 1.76, which indicates no significant difference between arts students and commerce students on environmental awareness ability. Thus, the null hypothesis has been proved.

Table: (3) Mean, standard deviation, & 't' value of environmental awareness ability of arts and science group.

Group	N	Mean	SD	't' Value	Table Value	Level of Significance
Science	30	43.37	2.65	4.96	2.00	0.05
Commerce	30	37.47	6.09			

The above table shows that for science group and commerce group mean is 43.37 and 37.47 and S.D is 2.65 and 6.09 respectively. This indicates that as compared to commerce students, science students have better understanding and awareness about environmental issues. The "t "value is 4.96, which is significant at 0.05 level. It shows that the difference between two mean is significant. Thus, the null hypothesis has been rejected

Conclusion

The results reflect   a significant difference between the two groups ie arts and science faculty &commerce and science group with regard to environmental awareness ability. But not significant difference between the arts and commerce students has been seen.

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