



ENVIRONMENTAL AWARENESS OF RELIGIOUS AND COMMUNITY IN HIGHER SECONDARY STUDENTS

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ABSTRACT

This study considers the higher secondary students environmental awareness. Normative survey methods was employed. A random sample of 500 Higher Secondary Students were selected. The environmental awareness test used to collect the required information. The results of the study reveal that both of environmental awareness of the students are below average. The school students should be involved in environmental programmes. The participatory approach can be adapted to develop environmental awareness among the school students. A similar study can be undertaken by taking students studying at different levels of education. Environmental Awareness of teachers working at different levels of education can be studied.

Keywords: cognitive and affective integration- education, attitude, awareness, management.

INTRODUCTION

Man lived in tune with the nature from the dawn of human civilization. He worshiped the nature. Since nature posed a great gigantic element, he even started treating it as God Nature nurtures man if he live eco-‘logically ‘. Harmony between man and environment is the essence of healthy life and growth. Therefore, maintenance of ecological balance and a pristine environment has been of utmost importance to the mankind.

Environmental education encompasses an ethics that will ensure improved attitudes and behaviour for the environment among all the communities. The analysis incorporates the development of positive approaches to science and environmental issues through teacher modelling of biophilic behaviour, active learning through constructivist pedagogy, the politicisation of science education to address social and environmental issues, suitable experiences of natural environments and living organisms, and science curricula that emphasise conceptual integration to demonstrate complex environmental effects, including the environmental consequences of human behaviour.

NEED AND IMPORTANCE OF THE PRESENT STUDY

The significance and need for implementing environmental studies as a tool to develop environmental ethics which can be achieved through the development of values, attitudes and environmental sensitivity.

The Belgrade International workshop (1975) cited by N.C.E.R.T (1981) need nothing short of new global ethics – an ethics which exposes attitude and behaviour for individuals and societies which are consonant with humanity’s place within the biosphere; an ethics which recognizes and sensitively responds to the complex and ever changing relationship between

humanity and nature and between people.

The U.N. convened the conference of the human environment in Stockholm in 1972. Its declaration aimed to defend and improve the environment for present and future generations. The biggest Earth summit ever on the environment was held on June 3, 1992 in which 150 heads of nations participated at Rio de Janeiro in Brazil to discuss and take global joint action to protect the environment.

MEANING OF THE TERM “ENVIRONMENT”

The term environment is derived from a French word ‘Environ’ meaning to surround. The environment is the basis of all life, the source of all goods, the Environment is the sum total of all social, economic, biological or chemical factors which constitute the surroundings of man who is both create and molder of his environment.

Environment refers to the sum total of conditions, which surround man at a given point in space and time. Environment includes both biotic living and biotic nonliving factors in the world, their interaction and the products of these interactions. It is nothing but the surroundings of human beings .According to the global report 2000’ literally ‘the environment is the physical and biological surroundings....of human species. Human kinds depends on this life supporting environment....so intimate is the linkage between individual and environment blurs. The natural situation around living beings which effects affects the existence, growth, development and activities of living beings is called environment.

DEFENITIONS OF TERMS

According to Douglers and Holland [2001], “Environment is a word which describes, in the aggregate all of the external forces, influences and conditions which affect the life, nature, behaviours and the growth, development and maturation of living organism”.

Woodworth [2001] defines environment as, “The environment is everything that affects the individual except his genes. Environments cover all the outside factors that have acted on the individual since he began life”.

REVIEW OF RELATED LITERATURE

Kenneth E. Goodpaster (1978) briefs, in the "Journal of Philosophy", it is the capacity to live (not mere sentience) that gives an entity moral considerability.

Earnest Partridge (1980) in an article "Responsibilities to future Generations", indicated the issue of our responsibility to future generations for not destroying the natural environment.

Marguerite S.E. Forest (1992) in an article "Ethical Extensionism and Moral Development" exposed the range of moral concern from human to animals to plants to ecosystems compared with stages in moral development.

Douglas J. Daigle, (1993) in an article "The Role of a Planetary Narrative in Environmental Ethics" indicated as forming the larger sanitary frame work in which understand nature and the human place in nature, with a sense of present crisis in the planetary store.

OBJECTIVES OF THE STUDY

The investigator has conducted the present study with the following objectives.

1. To find out the environmental awareness of higher secondary students.
2. To find out whether there is a significant difference between the environmental

awareness of Male and Female students studying in higher secondary schools.

3. To find out whether there is a significant difference between the environmental awareness of higher secondary students belonging to different religions.

HYPOTHESES OF THE STUDY

In the light of the above, the following research hypotheses have been formulated:

1. The environmental awareness of higher secondary students is high.
2. There is a significant difference between the environmental awareness of Male and Female students studying higher secondary schools.
3. There is a significant difference between the environmental awareness of higher secondary students belonging to different religions.

METHODOLOGY

The normative survey method was used to find out the environmental awareness of higher secondary students with respect to different Sub Sample.

SAMPLE

The investigator has randomly selected 10 schools in Vellore district which differed in location, sex of the students etc. 500 students have been selected by random sampling from the seven schools.

TOOLS USED

1. Environmental Awareness Ability Measure standardized by Praveen Kumar Taj

Statistical Analysis

The data has been subjected to

- (i) Descriptive analysis
- (ii) Differential analysis

DESCRIPTION OF THE TOOL USED

Environmental Awareness scale scoring procedure

The Environmental Awareness Ability Measure consists 51 items. Each statement is set against a point out scale of Agree, Disagree type of response. Each agreed item carries the value of 1 mark and each disagree item of 0 marks but the negative item are scored inversely. Thus on the total scale the scores ranged between 0-51. The scale gives composite scores of Environment Awareness Ability of the subject. Negative items were indicated by the star mark. A subject can get a maxi score of 51.

Table-1: Mean and Standard Deviation for Environmental Awareness scores of Higher Secondary students

Number	Maximum	Mean	Standard Deviation
500	51.00	42.00	5.00

To sum up the following conclusion is reached in respect of the hypothesis formulated under objective 1 at the beginning, of the study. There is conclusive evidence in the study to show that the Environmental awareness of higher secondary students is high.

Analysis of Environmental Awareness Scores of Male and Female Higher Secondary Student

The mean and standard deviation of the Environmental awareness scores of Male students studying in higher secondary schools are found to be 43.56 and 5.47 and Female students are found to be 39.92 and 4.38 (Table 4.2). A student can get maximum scores of 51. So, it can be concluded, that the environmental awareness of male and female students is high.

Table 2: Mean and Standard Deviation for Environmental Awareness Scores of Male and Female Higher Secondary Students

Sub Sample	Number	Maximum	Mean	Standard Deviation
Male	160	51	43.56	5.47
Female	340	51	39.92	4.38

To sum up the following conclusion is reached in respect of the hypothesis formulated under objective 2 at the beginning of the study, is conclusive evidence in the study to show that the environmental awareness of male and female students is high.

Analysis of Environmental Awareness Scores of Higher Secondary Students Belonging To Different Religions.

The mean and standard deviation of the environmental awareness scores of Hindu students studying in higher secondary schools are found to be 40.11 and 4.51, Christian students are found to be 42.71 and 5.76, Muslim students are found to be 43.23 and 4.71 (Table 4.5). A student can get maximum scores of 51. So, it can be concluded, that the environmental awareness of Hindu, Christian and Muslim students studying in higher secondary schools is high.

Table 3: Mean and Standard Deviation for Environmental Awareness Scores of Higher Secondary Students Belonging to Different Religions

Sub Sample	Number	Maximum	Mean	Standard Deviation
Hindu	330	51	40.11	4.51
Christian	120	51	42.71	5.76
Muslim	50	51	43.24	4.71

To sum up the following conclusion is reached in respect of the hypothesis formulated under objective 2 at the beginning of the study, there is conclusive evidence in the study to show that the environmental awareness of Hindu, Christian and Muslim students studying in higher secondary schools is high.

Analysis of Environmental Awareness Scores of Higher secondary students belonging To Different Castes

The mean and standard deviation of the environmental awareness scores of Higher secondary students belonging to Forward Caste are found to be 42.36 and 5.43 Backward Caste found to be 40.41 and 4.39, Most Backward Caste are found to be 41.11 and 5.57, Scheduled caste students are found to be 39.56 and 4.75 (Table 4.6). A student can get maximum scores of 51.

So, it can be concluded, that the environmental awareness of forward caste, backward caste, most backward caste and scheduled caste students studying in higher secondary schools is high.

Table 4: Mean and Standard Deviation for Environmental Awareness Scores of Higher Secondary Students Belonging to Different Castes

Sub Sample	Number	Maximum	Mean	Standard Deviation
Forward Caste	168	51	42.36	5.43
Backward Caste	218	51	40.41	4.39
Most Backward Caste	50	51	41.11	5.57
Scheduled Caste	64	51	39.55	4.75

To sum up the following conclusion is reached in respect of the hypothesis formulated under objective 2 at the beginning of the study. There is conclusive evidence in the study to show that the environmental awareness of forward caste, backward caste, most backward caste and scheduled caste students studying in higher secondary is high.

DIFFERENTIAL ANALYSIS

Table -5: Comparison of the Mean Environmental Awareness Scores of Male and Female Students Studying in Higher Secondary Schools

Sub Sample	Number	Mean	S.D.	SE Mean	of 't' value	Level of significance at 0.05 level
Male Students	160	43.56	5.46	0.46	7.89	Significant
College Education	340	39.92	4.38	0.24		

To sum up, the following conclusion has been reached in respect of hypothesis formulated under objective 5 in the beginning of the study. There is conclusive evidence in the study to show that the male and female students studying in higher secondary schools differ significantly in their environmental awareness. Male students have more environmental awareness than Female students.

Table 6: Comparison of the Mean Environmental Awareness Scores of Hindu and Christian Students Studying in Higher Secondary Schools

Religion	Number	Mean	S.D.	SE Mean	of 't' value	Level of significance at 0.05 level
Hindu	330	40.11	4.51	0.26	5.05	Significant
Christian	120	42.71	5.76	0.54		

The difference between the mean environmental awareness scores of Hindu and Christian students studying in higher secondary schools is significant or not, the null hypothesis that

there is no such difference and the observed difference has arisen only due to chance fluctuations has been set up. The 't' value is found to be 5.05. It is significant at 0.05 level.

Hence the null hypothesis is rejected at 0.05 level. Hence the research hypothesis is accepted.

Table 7: Comparison of the Mean Environmental Awareness Scores of Hindu and Muslim Students Studying in Higher Secondary Schools

Religion	Number	Mean	S.D.	SE Mean	of 't' value	Level of significance at 0.05 level
Hindu	330	40.10	4.51	0.25	4.50	Significant
Christian	50	43.23	4.71	0.68		

The difference between the mean environmental awareness scores of Hindu and Muslim students studying in higher secondary schools is significant or not. The null hypothesis that there is no such difference and the observed difference has arisen only due to chance fluctuations has been set up. The 't' value is found to be 4.50. It is significant at 0.05 level.

Hence the null hypothesis is rejected at 0.05 level. Hence the research hypothesis is accepted.

Table 8: Comparison of the Mean Environmental Awareness Scores of Christian and Muslim Students Studying in Higher Secondary Schools

Religion	Number	Mean	S.D.	SE Mean	of 't' value	Level of significance at 0.05 level
Christian	120	42.71	5.76	0.54	0.57	Not Significant
Muslim	50	43.23	4.71	0.68		

The difference between the mean environmental awareness scores of Christian and Muslim students studying in higher secondary schools is significant or not, the null hypothesis that there is no such difference and the observed difference has arisen only due to chance fluctuations has been set up. The 't' value is found to be 0.57. It is not significant at 0.05 levels. Hence the null hypothesis is rejected at 0.05 levels. Hence the research hypothesis is rejected.

FINDINGSS

1. The environmental awareness of higher secondary students is high.
2. Male and Female students studying in higher secondary schools differ significantly in their environmental awareness.
3. Hindu and Muslim students differ significantly in their environmental awareness.
4. Hindu and Christian students differ significantly in their environmental awareness.
5. Muslim and Christian students do not differ significantly in their environmental awareness.

Higher secondary students belonging to Christian and Muslim religions do not differ significantly in their Environmental Awareness.

RECOMMENDATIONS

The following recommendations based on the findings of the investigations are offered for the development of the Environmental Awareness.

1. Efforts should be taken to maximize the environmental awareness among higher secondary students through extra and co-curricular activities.
2. The school students should be involved in environmental programmes. The participatory approach can be adapted to develop environmental awareness among the school students.
3. A field based activities can be introduced at school level to improve the environmental awareness of the school students.
4. To introduce environmental education at all levels of educational system.
5. The concept of environmental awareness should be incorporated in all curricula.
6. Measures should be taken to provide environmental awareness through the mass Media such as Television, newspapers, radio, textbooks etc.

SUGGESTIONS FOR FURTHER STUDY

In the light of the findings of the present study, the following topics have been suggested for further research in this area. A similar study can be undertaken to studying the Environmental Awareness of students in other parts of India. A similar study can be undertaken by taking students studying at different levels of education. Environmental Awareness of teachers working at different levels of education can be studied.

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