



A COMPARATIVE STUDY ON EFFECT OF FACTORS INTELLIGENCE, ACADEMIC ACHIEVEMENT AND SOCIO-ECONOMIC STATUS ON HIGH STUDENTS' ENVIRONMENTAL AWARENESS IN KALABURAGI DIVISION DISTRICTS

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ABSTRACT :

The main purpose of this study is to understand the effect of factors intelligence, academic achievement and socio-economic status on Physical Education Directors' Environmental Awareness in Kalaburagi division districts. A total of 300 students under Pre-university Education Course in Kalaburagi division districts were randomly chosen as sample. The 5-point Likert type questionnaires (Environmental Awareness 50 items) were used for this study and were standardized by the researchers. For statistical analysis t-test and Coefficient of Correlation were conducted to determine the effect of factors intelligence, academic achievement and socio-economic status on Environmental Awareness.



KEYWORDS : *female labour force participation, gender inequality, wage rate.*

1. INTRODUCTION:

It is the primary responsibility of man to preserve the environment, and to improve it qualitatively. But, man's greed to over exploit the natural resources, his attempt to make life more and more comfortable by intensive application of science and technology and the unprecedented rapid population growth, have in their wake brought serious environmental problems.

Today, the environmental problems are matters of great concern. The very survival of man depends on the solutions of these problems. Education can play a vital role in this direction. Awareness is essential for action. It is education, which can make man aware, conscious of and knowledgeable about environment and environmental problems. Hence, it is necessary to know how far our students those to Physical Education Directors are aware about environment and environmental problems.

Physical Education mainly focuses on the development of Physical fitness and motor fitness through development of neuromuscular skills, emotional stability through development of character and personality, social fitness through process of socialization and nurturing values. Physical Education makes a person energetic, enthusiastic, physically fit, determined and optimistic which has a long implication lasting throughout his life. Therefore it is very essential that students needs knowledge of Environmental and its related information. The physical education teacher (Director) must have awareness of Environment and its related information so as he can teach effectively to his/her teacher students in Teacher training institutions.

2. TITLE OF THE STUDY:

A comparative study on effect of factors intelligence, academic achievement and socio-economic status on physical education directors’ environmental awareness in Kulbargi division districts.

3. OBJECTIVES OF THE STUDY:

The present inquiry has been sought the following objective.

1. Level Of Environmental Awareness Among Physical Education Directors;
2. Variation, If Any, In Environmental Awareness Between high and low intelligence group;
3. Variation, If Any, Between high and low academic achievement group In Environmental Awareness;
4. Variation, if any, between high and low socio-economic status group In Environmental Awareness.

4. HYPOTHESIS:

Hypotheses of the present study are to

- H₀ 1: There is no significant difference exists between the environmental awareness test scores at high and low intelligence group.
- H₀ 2: There is no significant difference exists between the environmental awareness test scores at high and low academic achievement group.
- H₀ 3: there is no significant difference exists between the environmental awareness test scores at high and low socio-economic status group.
- H₀ 4: There no is significant correlation between the environmental awareness test scores at high and low intelligence group.
- H₀ 5: There no is significant correlation between environmental awareness test scores at high and low academic achievement group.
- H₀ 6: There no is significant correlation between environmental awareness test scores at high and low socio-economic status group.

5.METHODOLOGY:

5.1. Sample:

The subjects of the study consisted of 300 Physical Education Directors, selected using stratified random sampling technique. The detail break-up of the sample is given in Table-5.1.

Table-5.1
Sample of Subjects (Physical Education Directors)

	Sample	Total
Intelligence	High intelligence students	30
	Low intelligence students	20
Academic achievement	High Academic achievement students	26
	Low Academic achievement students	24
socio-economic status	High Socio-economic status students	25
	Low Socio-economic status students	25
Total		150

5.2. Tool used for data Collection:

The tool used is Environmental Awareness Inventory (EAI)

5.2.1. Construction of an Environmental Awareness Inventory (EAI):

By referring to current literature (and in consultation with experts), six aspects of environmental, viz., Pollution, Population Explosion, Deforestation, Ecological Disruption, Energy Crisis and Land Use were

identified. After analyzing each of these aspects thoroughly, the items for the EAI were prepared. The initial draft of the Inventory consisted of 58 statements. Each statement (item) was followed by three responses, viz., True, False, and Do Not Know. After collecting opinion of the experts, 6 statements were -rejected and 52 were retained in the final form of the EAI. Pilot test was done on a sample of 40 teachers. The test-retest reliability coefficient of the Inventory was found +0.91.

The Inventory was prepared in reusable booklet form. The respondents were required to select the appropriate answer for each item by putting (✓) in the box provided for the purpose on a separate answer sheet.

5.2.2. Scoring of the tool:

Each correct response had a weightage of 2 point and each wrong response or Do Not Know response was awarded a score of zero (0). As there were 50 items, the maximum possible score of an individual was 50.

5.3. Statistical Methods:

Data were analysed by calculating Means and by employing t-test and correlation.

6. RESULT AND DISCUSSION:

For studying the variation if any in environmental awareness among higher secondary school children in relation to their intelligence academic achievement and socio-economic status in Kalaburagi division districts is presented as given below:

6.1. H₀ 1: There is no significant difference exists between the environmental awareness test scores at high and low intelligence group.

Table-6.1
Mean, SD and ‘t’ ratio between environmental awareness test scores of high intelligence and low intelligence groups

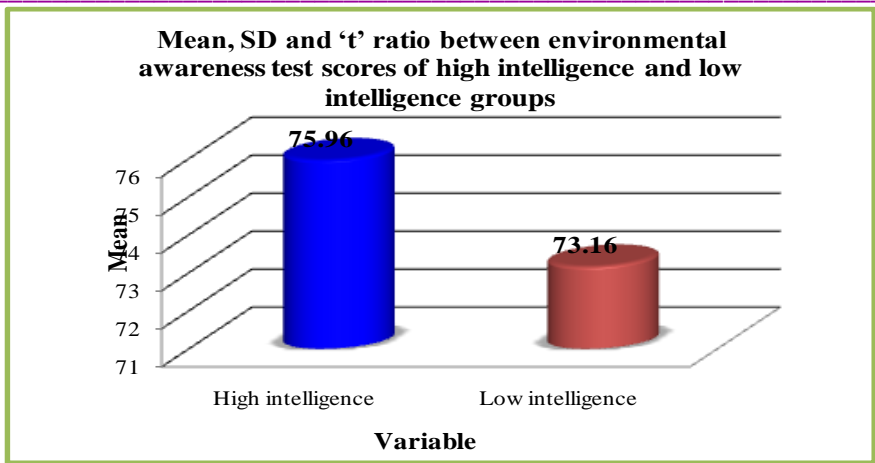
Sl. No.	Variable	N	Awareness		
			Mean	SD	‘t’
1	High intelligence	30	75.96	7.25	12.2*
2	Low intelligence	20	73.16	7.13	

Significant level at *0.05 and **0.01 level.

Table No 6.1 implies that the obtained ‘t’ value 12.2 is more than the table ‘t’ value 1.96 is significant at 0.05 level and table ‘t’ value 2.58 is significant at 0.01 level and it is observed that high intelligence group scored higher mean scores (75.96) in environmental awareness test as compared to low in intelligence group mean scores (73.16) in environmental awareness test.

It shows that there is significant difference exist between the environmental awareness test scores at high and low intelligence group. Thus high intelligence group preferred better mean scores than the low intelligence group in environmental awareness test.

Thus, hypothesis No 1 is rejected and alternative Hypothesis accepted that is there is no significant difference exist between the environmental awareness test scores at high and low intelligence group is accepted.



6.2. H₀ 2: There is significant difference exist between the environmental awareness test scores at high and low academic achievement group.

Table-6.2

Mean, SD and 't' ratio between environmental awareness, test scores of high academic achievement and low academic achievement groups:

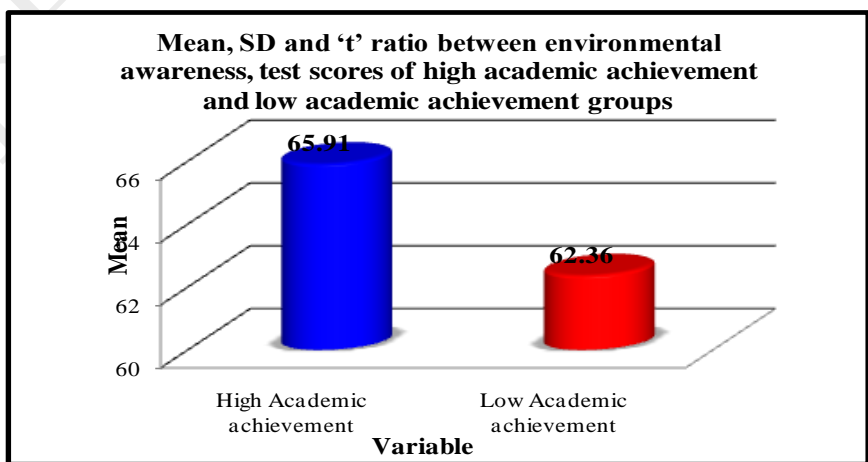
Sl. No.	Variable	N	Awareness		
			Mean	SD	't'
1	High Academic achievement	50	65.91	6.21	14.2**
2	Low Academic achievement	50	62.36	6.15	

Significant level at *0.05 and **0.01 level.

Table-6.2 implies that the obtained 't' value 14.2 is more than the table 't' value 1.96 is significant at 0.05 level and table 't' value 2.58 is significant at 0.01 level and it is observed that high academic achievement group scored higher mean score (65.91) in environmental awareness test as compared to low academic achievement group mean score (62.36) in environmental awareness test.

It shows that, there is significant difference exist between the environmental awareness test scores at high and low academic achievement group. Thus high academic achievement group preferred better mean scores than the low academic achievement group in environmental awareness test.

Thus the hypothesis No 2 is rejected and alternative Hypothesis accepted that is 'there is significant correlation of academic achievement in environmental awareness test score' is accepted.



6.3. H₀ 3: there is significant difference exist between the environmental awareness test scores at high and low socio-economic status group.

Table-6.3
Mean, SD and ‘t’ ratio between toward environmental awareness test scores of high socio-economic status and low socio-economic status groups

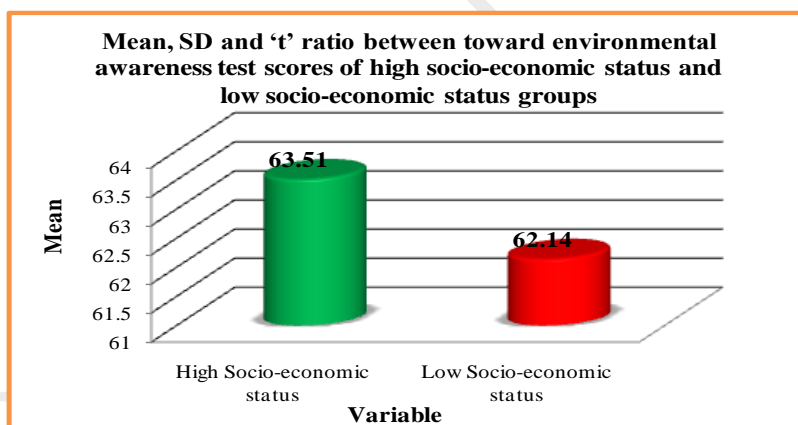
Sl. No.	Variable	N	Awareness		
			Mean	SD	‘t’
1	High Socio-economic status	50	63.51	6.31	5.70*
2	Low Socio-economic status	50	62.14	6.21	

Significant level at *0.05 and **0.01 level.

Table-6.3 implies that the obtained ‘t’ value 5.70 is more than the table ‘t’ value 1.96 is significant at 0.05 level and table ‘t’ value 2.58 is significant at 0.01 level and it is observed that high socio-economic status group scored higher mean score (63.51) in environmental awareness test as compared to low socio-economic status group mean score (62.14) in environmental awareness test.

It shows that there is significant difference exist between the environmental awareness test scores at high and low socio-economic status group. Thus high socio-economic status group preferred better mean score than the low socio-economic status group in environmental awareness test.

Thus the hypothesis No 3 is rejected and alternative Hypothesis accepted that is ‘there is significant correlation of socio-economic status in environmental awareness test score of student group’ is accepted.



6.4. There no is significant correlation between environmental awareness test scores of three different variables:

- H₀ 4: There no is significant correlation between the environmental awareness test scores at high and low intelligence group.
- H₀ 5: There no is significant correlation between environmental awareness test scores at high and low academic achievement group.
- H₀ 6: There no is significant correlation between environmental awareness test scores at high and low socio-economic status group.

Table-6.4
Coefficient of correlation between environmental awareness test scores and scores
of three different variables

Sl. No.	Group	Awareness	
		N	R
1	Intelligence	300	0.64*
2	Academic achievement	300	0.76**
3	Socio-economic status	300	0.81*

Significant level at *0.05 and **0.01 level.

Table-6.4 revealed that the variable of intelligence test scores of sample has significant correlation with environmental awareness test scores of Physical Education Directors ($r = 0.64$). The value of 'r' was found to be significant at both levels 0.01 and 0.05 level.

The variable of Academic achievement test scores of sample has significant correlation with environmental awareness test scores of Physical Education Directors ($r = 0.76$). The value of 'r' was found to be significant at both levels 0.01 and 0.05 level.

The variable of Socio-economic status scores of sample has significant correlation with environmental awareness test scores of Physical Education Directors ($r = 0.81$). The value of 'r' was found to be significant at both levels 0.01 and 0.05 level.

Thus, it is clear that there is significant correlation between environmental awareness and other three variables (intelligence, academic achievement and socio-economic status) Therefore in the light of the above findings, hypothesis 4, 5 and 6 have been rejected and alternate hypothesis were accepted.

7. CONCLUSION:

The study was conducted to find out the level of environmental awareness of the sample groups. Predictably, a significant relationship between the two variables has been observed. But the research findings also reveal that this relationship is direct or strong.

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