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**A STUDY OF ENVIRONMENTAL ATTITUDE AMONGST SECONDARY SCHOOL  
STUDENTS IN VIDARBHA REGION OF MAHARASHTRA**

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**INTRODUCTION**

The importance of environment has been recognized since ancient days. It is reflected in different cultures in different ways. For example, in Varun Puran it is said.

यावत् भू मण्डलात् धन्ते, सशैल वनकाननम् ।  
नावत् तिष्ठान्ति मेहिन्यां, सन्तति पुत्र पौत्रकी ॥  
देहन्ते परम् स्थानम्, यत् सैरैरपित दुर्लभम् ।  
प्राप्नोति पुरुषोवित्यम् महामाया प्रदातः ॥

You, your children and the coming generations would live with happiness till there are mountains, forests and lakes. Those who understand this would ultimately enjoy the heaven.

The sense of care of environment is deeply rooted in all religions. Religious teachings of est-Buddhism, Jainism, Hindusim and Taoism have given importance to the environment. They have spelt but how to live in peaceful coexistence with the surrounding and laid down specific principles and practices for the preservation of plants and animals.

The word "environment" has been taken from French word "environer" which means total physical situations. The word environment means surrounding. It affects the population and development of human beings, animals or plants by the surrounding and effects their activities and livelihood.

The meaning of environmental education is to gather the total knowledge about environment's different aspects, its factors, the relation with human beings, eco-system, pollution, development urbanization, population etc. Environmental education is pure job, if followed and done then the present and future can be made bright and beautiful. Environmental education is the medium by which environment and life's quality can be saved.



The determination of environment education is such pervasive that the aim of education contained in it. Its base depends upon the relation of character and values and its development. It cautions a person about the environmental related problems, so that they can express their views by their skin and responsibility and solve the problem. Under the education all movements comes which affects the living creatures nature, social, cultural life. Its main aim is to make the life beautiful, its improvements by the knowledge of environment and to save the environment by fulfilling our responsibility.

In today deformed environment education of environment is the only process, which can improve the deformed environment and can restrict its further deformation which can be utilized till the end. The requirement is that its plan should be practical and should be implemented with sincerity and affection. Environmental education is valuable and necessary, starting from a very young age, children should be taught about the environment that surrounds them. As they grow, their environmental awareness and knowledge of the area in which they live should grow. Their education should be sequential and integrated with core disciplines. In addition to a sound knowledge base, students should be taught critical thinking skills and recognize that they have the right to act on their beliefs if they so choose. But there is a viewpoint that environmental education should be education, not advocacy. Environmental education should not give information on 'actions'.

So, the present study was an attempt in this regard to see impact of environmental education among the students and to explore the environmental attitude.

#### **OBJECTIVE:**

- 1) To compare environmental attitude of boys (Urban + Rural) and girls (Urban + Rural) of secondary school.
- 2) To compare environmental attitude of urban students (Boys + Girls) and rural students (Boys + Girls) of secondary school.
- 3) To compare environmental attitude of urban boys and urban girls of secondary school.
- 4) To compare environmental attitude of rural boys and rural girls of secondary school.
- 5) To compare environmental attitude of urban girls and rural girls of secondary school.
- 6) To compare environmental attitude of urban boys and rural boys of secondary school.

#### **HYPOTHESES**

- 1) There is no significant difference between environmental attitude of boy 8 = (Urban + Rural) and girls (Urban + Rural) of Secondary School.
- 2) There is no significant difference between environmental attitude of Urban students (boys + girls) and rural students of secondary school.
- 3) There is no significant difference between environmental attitude of Urban boys and urban girls of secondary school.
- 4) There is no significant difference between environmental attitude of Rural boys and Rural girls of secondary school.
- 5) There is no significant difference between environmental attitude of Urban Girls and Rural girls of secondary school.
- 6) There is no significant difference between environmental attitude of Urban boys and Rural girls of secondary school.

#### **OPERATIONAL ATTITUDE**

##### **1) Environmental Attitude -**

Score obtained by the examination of environmental attitude scale developed by Dr. N.N. Shrivastva and Ku. Shashi Dubey.

#### **Scope**

- 1) This research is about the secondary school students of 11 districts of Vidarbha region in Maharashtra.
- 2) This research is about the secondary school students of Marathi Medium,
- 3) This research is about the urban and rural students of std. IX,
- 4) This research is about the development of attitude, through environmental education in secondary school students.

### Delimitations

- 1) This research is delimited only for the secondary school students of 11 districts of Vidarbha region in Maharashtra.
- 2) This research is delimited only for the secondary school students of Marathi Medium.
- 3) This research is delimited only for the urban and rural students of std. IX
- 4) This research is delimited only for the development of attitude, through environmental education in secondary school students.

### Research Method :

The present study was carried out by using survey as research method.

The study is delimited only for the Vidarbha region of Maharashtra so all the secondary school students of Vidarbha region of year 2012-13 are included.

The study was based on a survey method with a sample of 1000 students with 500 Urban students and 500 Rural students selected by lottery method from Vidarbha region of Maharashtra.

### Research Tools

- 1) To find the development of environmental attitude in secondary school students researcher used scale of environmental attitude developed by Dr. N. N Shrivastav and Shashi Dubey.

### METHODOLOGY:

The student was based on a survey method with a sample size of 1000 secondary students from 11 district of Vidarbha region in Maharashtra. After the selection of the title and the tool, the data was collected using the environmental attitude scale. The data was treated with statistical techniques like mean, S.D., t-test and r-value.

### FINDINGS

- 1) There is no significant difference between mean scores of environmental attitude of boys (Urban + Rural) and girls (Urban +Rural) of Secondary School.
- 2) There is no significant difference between mean scores of environmental attitude of Urban students (boys + girls) and rural students of secondary school.
- 3) There is no significant difference between mean scores of environmental attitude of Urban boys and urban girls of secondary school.
- 4) There is no significant difference between mean scores of environmental attitude of Rural boys and Rural girls of secondary school.
- 5) There is no significant difference between mean scores of environmental attitude of Urban Girls and Rural girls of secondary school.
- 6) There is no significant difference between mean scores of environmental attitude of Urban boys and Rural girls of secondary school.

### RECOMMENDATIONS

To protect, preserve and to prosper our environment is today's need. It is very important to develop environment attitude, in general peoples.

These properties have been seen in less or more percentage in rural as well as urban students by the researcher. To protect this property more effectively following recommendations are given.

### For the Government of Maharashtra

1. By understanding the seriousness of this subject proper weightage should be given in syllabus.
2. This subject should be compulsorily included in syllabus.
3. More weightage should be given to the activities in this subject.
4. Government should provide all the necessary facilities related to this subject in the school,
5. This subject should be included in Teacher's Training Program.

6. Syllabus should be made so that environmental attitude should be developing in students while teaching other subjects, by integrating environment education.

#### For School Education Department

1. Inspection should be done to see whether syllabus of environmental education is implementing properly in school.
2. Inspection should be done to see whether proper facilities related to environmental education are provided in school. If not, then arrange these facilities in school.
3. Inspection should be done to see that whether different activities related to environmental education are organized or not. If not, then motivate for organizing such program.

#### Recommendations for Principal of secondary school

1. Proper facilities should be provide for teaching and learning environmental education.
2. Different activity programs should be organized in school for development of environmental attitude in students.
3. Guidance should be given to teachers for the development of environmental attitude in students.

#### Recommendations for Secondary School Teachers

1. Teacher should develop Environmental attitude, environmental ethics and, environmental values among students through teaching his subject.
2. Different activity programs should be organized for development of environmental attitude in students.
3. Teachers should motivate students to participate in activities organized school as well as other organizations.

#### Recommendation for Future Researches

Research can be done on the following subjects

1. Teacher's Sluggishness about Environmental education subject - Reason and Remedy.
2. Student's Sluggishness about Environmental education - Reason and Remedy.
3. To protect the environment by environmental education - Reason and Remedial majors.

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