



---

---

## AN ENVIRONMENT AWARENESS ABILITY OF DEGREE COLLEGE STUDENTS

**Sri Basavarajappa A.G.**

**Assistant Professor cum Principal, Raghavendra College of Education,  
Chitradurga(KS).**

### ABSTRACT

*The main purpose of this article is to analyse the level an environment awareness ability of Degree college students. The investigator used normative survey method and Sample selected through random sampling technique. 100 Degree college students were identified as samples including 50% of boys and 50% girls students were selected. The environment awareness ability scale developed by Dr. Praveen Kumar Jha, was used for collection of data. The scale here contains 51 items (including 41 positive and 8 negative statements) with agree and disagree response categories. The result shows that there is significant difference between boys and girls of Degree college students in their environment awareness ability, there is significant difference between urban and rural of Degree college students in their environment awareness ability and there is significant difference between science and arts students of Degree collegeclasses in their environment awareness ability.*



**KEYWORDS:** Environment Awareness Ability, Science, Arts.

### 1. INTRODUCTION:

Mahatma Gandhi said, "Earth provides enough to satisfy every man's needs but not every man's greed's". Jawaharlal Nehru said, "In spite of our culture and civilization in many ways man continues to be not only wild but more dangerous than any of the so-called wild animals". It hardly needs to be emphasized that environment has assumed the highest priority on the world agenda and the major global environment concern we are facing today cannot be overlooked any longer. Environment has become the concern of all; the academicians, intellectuals, scientists, policy makers and government across the continents. The depletion of the ozone layer, increase in the level of carbon dioxide and acid rains are the most serious environment issues facing us today. The UN world conference on the environment is Stockholm in 1972, the earth summit held in Rio de Janeiro in 1992, the global forum 1992 and the activities organized by the international NGO forum show that environment is an the agenda of the international community.

There is an increasing realization that the human race now stands at the cross roads in choosing the options it has in the areas of environment and development. Man in his economic activities have increased at an exponential rate during the past several decades in the earth's resource base and life support systems have become vastly depleted. The striking manifestations of these are as global climate, the intricate webs of forests, ecology, and diversity of living beings. Hence our indifference towards environment will have serious implications for our own well being. The need for

environmental awareness therefore can never be over-emphasized since safeguarding environment means improving the quality of life. The developing countries need abundant material growth to fulfill, the basic needs of their people, but they cannot afford to repeat the mistakes of industrial countries. Awareness about all these factors has to be created in our new generation through the process of education. An environment protection starts by creating awareness among the people so that it becomes part of their life style. The objective of environmental education includes awareness, knowledge, attitudes, and skills and participation of people in protecting environment.

## 2. ENVIRONMENT:

Environment is a surrounding or all the outside factors influencing development or growth of an individual from his birth. The environment is everything that influences the individual except his genes. Environment comprises almost everything around us. It includes humans, plants, animals, and invisible microorganisms. Also it includes surface water, ground water, air, land, and oil and other element available from the earth. Man ordered and defined environment. They grow out of the pressing social problems and are multi-disciplinary in nature. They include the study of man as an integral part of every problem and are conceived with human problems. In relation to an environment of which man is both victim and conqueror. Man is a slave of environment. The child may have all kinds of abilities but cannot be developed fully without a proper environment. Environment starts influencing the child from the stage of embryo. This influence has been called "social heredity"

There are two distinct environments, one created by nature and the other being created by human beings. Here we are concerned with only environment created by nature.

### 1. Statement of the problem

AN ENVIRONMENT AWARENESS ABILITY OF DEGREE COLLEGE STUDENTS

### 2. Objectives of the study

1. To assess environment awareness ability of Degree college science students of boys and girls
2. To assess environment awareness ability of Degree college arts students of boys and girls
3. To compare the awareness ability of Degree college arts and science students of boys and girls
4. To suggest the measures to protect environment through education

### 3. Hypotheses of the study

1. There is no significant difference between boys and girls of Degree college students in their environment awareness ability
2. There is no significant difference between urban and rural of Degree college students in their environment awareness ability
3. There is no significant difference between science and arts students of Degree college classes in their environment awareness ability

### 4. Operational terms defined

Environment awareness: it is defined as the factual information or knowledge possessed by a student about environmental issues, facts and events in the content areas of ecological concepts, pollution, wildlife, natural resources, population and persons and organizations involved in the environmental movement.

### 5. Review of related literature:

1. Deopuria (1984) made a comparative study of teaching of Science through environmental and traditional approach in schools of Madhya Pradesh. The objectives were to compare the effectiveness of two different approaches in developing environmental awareness, attitude towards environmental education and cognitive achievement in science among students. The study revealed

that the environmental approach group obtained higher achievement scores due to teaching of science through environmental approach.

2. Gupta (1986), in his study, attempted to develop a tool, which can measure the attitude of teachers towards EE. The data for his study were collected from teachers working in primary and secondary schools and junior colleges. The study showed that the teachers had favourable attitude towards EE but the degree of favourableness was the highest among college teachers and the lowest among primary school teachers. The study identified that crowded classroom, lack of time for proper planning of activities and loss of interest in the absence of follow up actions as stumbling blocks to the implementation of EE program.
3. Tripathi (2000): A study by Tripathi (2000) entitled Comparative Study of Environmental Awareness of Students Studying in Central Schools and Other Schools at 10+ level in Uttar Pradesh, revealed that: 1) the difference between boys and girls students of central schools was found to be significant with respect to their environmental awareness. Boy students were found significantly higher than girl students, 2) there was significant difference between environmental awareness of science and arts students of central schools. Arts students were found significantly higher than science students with respect to their environmental awareness.
4. Shaila (2003) conducted a study on effect of background variables on the environmental attitude of secondary school teachers in Bangalore city. The study revealed that: 1) there is no significant difference in the environmental attitude of male and female, science and arts, rural and urban, married and unmarried secondary school teachers and 2) there is no significant difference in the environmental attitude of teachers belonging to different types of school management, dropout size of Secondary schools, joint and nuclear families and different size of families.

## 5. METHODOLOGY/DESIGN OF THE STUDY

The investigator used normative survey method and through random sampling technique 100 Degree college students were identified as samples including 50% of boys and girls and science and arts students. The environment awareness ability scale developed by Dr. Praveen Kumar Jha, was used for collection of data. The scale here contains 51 items (including 41 positive and 8 negative statements) with agree and disagree response categories. The dimensions of environment ability are;

- a) Causes of pollution
  - b) Conservation of soil forest, air etc.,
  - c) Energy conservation
  - d) Conservation of human health
  - e) Conservation of wild life and animal husbandry
- 't' test was employed for data analysis as quantitative analysis

## 6. DATA ANALYSIS AND INTERPRETATION

The data so collected was analyzed objectives and hypotheses wise and results were interpreted and presented as below;

- 1) **Null Hypothesis(H<sub>0</sub>):** There is no significant difference between boys and girls of Degree college students in their environment awareness ability

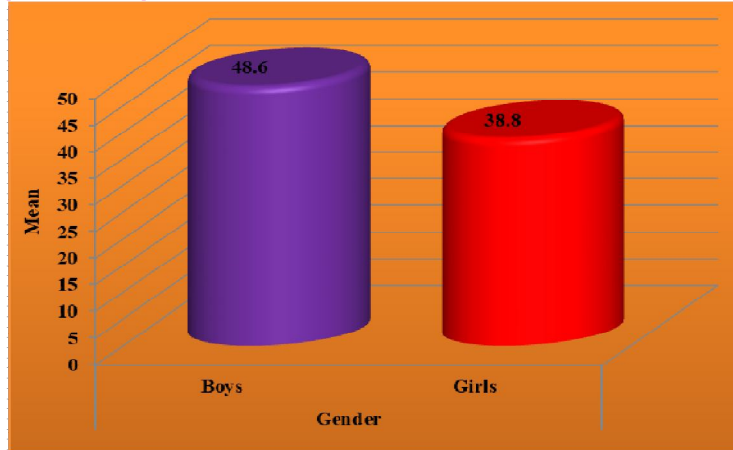
**Table-1**  
**Mean, SD and t- value of students' environment awareness ability**

Variable	category	Samples	Mean	SD	't' value
Gender	Boys	50	48.6	7.78	2.99*
	Girls	50	38.8	12.52	

\* Significant at 0.01 and 0.05 level DF= 98

**Interpretation:** the above table shows that the obtained 't' value is greater than the table 't' value at 0.05 level and hence the null hypothesis is rejected and alternative or research hypothesis is accepted. Hence it was concluded that there is significant difference between boys and girls of Degree college students in their environment awareness ability. Results also showed that Boys students are having more environment awareness ability than that of Girls students.

**Graph -1: Comparison of students' environment awareness ability**



**1. Research Hypothesis(Ha):** There is a significant difference between urban and rural of Degree college students in their environment awareness ability is converted to,

**Null Hypothesis(H0):** There is no significant difference between urban and rural students of Degree classes in their environment awareness ability

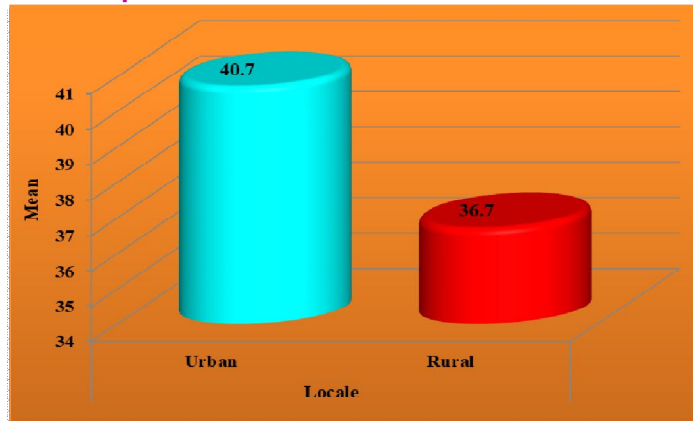
**Table-2**  
**Mean, SD and t- value of students' environment awareness ability**

Variable	category	Samples	Mean	SD	't' value
Locale	Urban	50	40.7	11.51	3.43*
	Rural	50	36.7	14.32	

\* Significant at 0.01 and 0.05 level DF= 98

**Interpretation:** the above table shows that the obtained 't' value is greater than the table 't' value at 0.05 level and hence the null hypothesis is rejected and alternative or research hypothesis is accepted. Hence it was concluded that there is significant difference between Urban and Rural Degree college students in their environment awareness ability. Results also showed that Urban students are having more environment awareness ability than that of Rural students.

**Graph -2: Comparison of students' environment awareness ability**



**2. Research Hypothesis(Ha):** There is a significant difference between boys and girls of Degree college students in their environment awareness ability is converted to,

**Null Hypothesis(H0):** There is no significant difference between science and arts students of Degree classes in their environment awareness ability

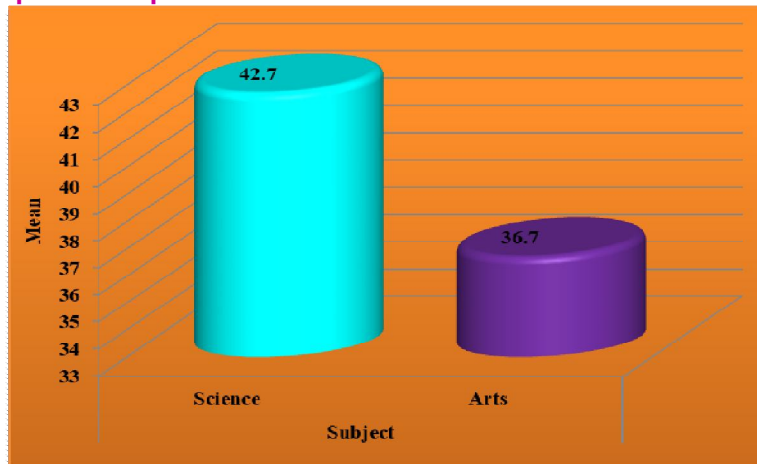
**Table-3**  
**Mean, SD and t- value of students' environment awareness ability**

Variables	Variables	Samples	Mean	SD	't' value
Subject	Science	50	42.7	10.51	3.92*
	Arts	50	36.7	13.32	

\* Significant at 0.01 and 0.05 level DF= 98

**Interpretation:** the above table shows that the obtained 't' value is greater than the table 't' value at 0.05 level and hence the null hypothesis is rejected and alternative or research hypothesis is accepted. Hence it was concluded that there is significant difference between Science and Arts Degree college students in their environment awareness ability. Results also showed that Science students are having more environment awareness ability than that of Arts students.

**Graph -3: Comparison of students' environment awareness ability**



## 7. FINDINGS:

- 1) There is significant difference between boys and girls of Degree college students in their environment awareness ability
- 2) Boys students are having more environment awareness ability than that of Girls students.
- 3) There is significant difference between urban and rural of Degree college students in their environment awareness ability
- 4) Urban students are having more environment awareness ability than that of Rural students
- 5) There is significant difference between science and arts students of Degree classes in their environment awareness ability
- 6) Science students are having more environment awareness ability than that of Arts students

## 8. CONCLUSION:

Environment is a global concept and in the present environment it is very essential to carry on research work to cover different aspects of environmental education and its awareness through different ways. Such attempts have to be done by the teachers by creating environmental awareness at different levels of education. Therefore, environmental awareness must find a place in curriculum as operational mode as the country is facing enormous environmental problems. A number of environmental problems have just a local dimension both in rural and urban areas. People should be made aware of these more frequently

There is no doubt that attention to environment was overdue and it is time to commit ourselves to aims at creating an awareness and developed relation attitude and practice the same in the future. In order to inculcate these ideas the schools, colleges and teacher play an important role. The coming generation should be made aware of environmental problems during their early years of studies

## REFERENCES:

1. **Gupta, S. (2005)**. Education in Emerging India, Delhi.
2. **Krishnamaracharyulu, V. & Reddy, G.S. (2005)**. Environmental Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
3. **Kothari, C.R. (2004)**. Research Methodology, New Delhi: New Age International (P) Limited
4. **NCERT (2001)**, Environmental Orientation to School Education, New Delhi: Gita Offset Printers.
5. **Palmer, J.A. (1998)**. Environmental Education in the 21st century. London: Routledge.
6. **Disinget, J.F. & Monroe, M.C. (1994)**. Defining Environmental Education. Environmental Education Toolbox Workshop Resource Manual. Ann Arbor, MI: National Consortium for Environmental Education and Training.