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**ENVIRONMENTAL PRACTICES OF SECONDARY SCHOOL STUDENTS
IN RELATION TO THEIR
INTELLIGENCE AND SOCIO-ECONOMIC STATUS**



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Short Profile

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ABSTRACT:

Background and Aim: This paper aims to study the relationship between Environmental practices and Intelligence and Socio-economic status among Secondary school students.

Methods and findings: The primary data was collected on 1000 students with help of Environmental Practice test, Group Test of Intelligence by P. Ahuja and Socio-Economic Status Scale by R.L. Bharadwaj. The statistical techniques used are percentage analysis and t-test. The important

findings of the study are that there exists a relation between Environmental Practices of students and Intelligence. Also there exists a relation between Environmental Practices of students and their socio-economic status.

Conclusion: In order to bring in more environmental practices, the understanding that the linkage and relationship between awareness and intelligence along with socio-economic background of the students may be taken into account by the concerned.

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KEYWORDS

Environmental practices and Intelligence and Socio- economic status .

INTRODUCTION AND LITERATURE:

The environmental crisis in the world is caused by many things. An increasing population, overconsumption of natural resources, deforestation of the rain forests, fossil fuel use, and garbage created by humans all play a part. One of the important areas of educational research and intervention area is to study the knowledge, attitude and practices of young students towards environmental degradation and ways of environmental protection. Especially environmental practices of individuals is considered to be at the heart of any educational and developmental programmes that deal with bringing change in behavioral aspects of individuals. Much of the research evidence has suggested the importance of study of environmental behaviors and practices may create, contribute to, or worsen ecological problems, which in turn may pose a threat to the quality of life on our planet (Gore, 1993; Makki, Abd-El-Khalick & Boujaoude, 2003).

Environmental Practices are those actions taken and applied to create a healthier environment for learning. Environment covers all the outside factors that have acted on the individual since he began life. Man is responsible for the environment in which he lives. So the Environmental practices will help in creating a better environment to some extent. Environmental practice is the day to day practices of an individual as related to the conservation and preservation of his/her immediate environment in a particular situation. It is the appropriate action or the uses of a number of skills and expertise that will help individuals solve interrelated environmental problems and prevent their occurrence. UNESCO (2005) emphasizes the role of education in shaping attitudes, values, and behavior, while developing the capacities, skills, and commitments needed for building a sustainable future. Understanding student's environmental practices in this regard will go a long way in teacher education programmes and teacher preparation efforts. Therefore an effort is made to study the environmental practices of secondary school students with following objectives.

OBJECTIVES:**The objectives of the study are as follows:**

1. To find out the relationship between Environmental practices and Intelligence among Secondary school students.
2. To find out the relationship between Environmental practices and Socio- economic status.

HYPOTHESES:

Keeping in mind the objectives of the study following hypothesis were formulated.

1. There is no positive relationship between Environmental Practices and intelligence among Secondary school students.
2. There is no positive relationship between Environmental Practices and socio-economic status among Secondary school students.

METHOD:

The population for the present study comprised of Secondary schools of West Garo Hills, Meghalaya. A representative sample of class VIII students of Secondary schools of West Garo Hills,

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Meghalaya selected randomly. The sample so selected include 1000 students out of which 499 number of students belong to rural area and remaining 501 students belong to urban areas. Similarly, if we look at gender wise distribution of the sample, 525 were female and remaining 475 were male students. The tools used for the purpose of data collection are: Environmental Practices test developed by the investigator, Group Test of Intelligence by P. Ahuja and Socio-Economic Status Scale by R.L. Bhargava. The mentioned tools are administered on the sample and data was collected. The statistical techniques used are percentage analysis and t-test. The table below shows the details of the sample selected.

RESULTS AND DISCUSSIONS:

Environmental Practices and Intelligence:

The Table 1 shows the Relationship among Environmental Practices and Intelligence.

Table 1. Relationship among Environmental Practices and Intelligence

Sl. No		Environmental Practice	Intelligence	Socio-economic status
1.	Environmental Practice	1	0.774**	0.624**
2.	Intelligence	0.774	1	0.670**

** Correlation is significant at the 0.01

Hypothesis number one states that there is no positive relationship between Environmental Practice and Intelligence among Secondary school students. From the above table we find that the Correlation between Environmental Practices and Intelligence is 0.774 and is found significant at 0.01 level. There is positive relationship between Environmental Practices and Intelligence. Therefore the hypothesis is rejected.

Environmental Practices and Socio-economic status:

The Table 2 shows the Relationship among Environmental Practices and The Table 1 shows the Relationship among Environmental Practices and Intelligence.

Table 2. Relationship among Environmental Practices and Socio-economic status

Sl. No		Environmental Practice	Intelligence	Socio-economic status
1.	Environmental Practice	1	0.774**	0.624**
2.	Socio-economic status	0.624	0.670	1

** Correlation is significant at the 0.01

The hypothesis number two states that there is no positive relationship between environmental practice and socio- economic status among secondary school students. From the above

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table we find that the Correlation between Environmental Practices and Socio-Economic status is 0.624 and is found significant at 0.01 level. There is positive relationship between Environmental Practices and Socio-economic status. Therefore the hypothesis is rejected.

CONCLUSION:

The important findings of the study are that there exists a relation between Environmental Practices of students and Intelligence. Also there exists a relation between Environmental Practices of students and their socio-economic status. More and more knowledge of environmental issues at practical level may be incorporated into the school curriculum. In order to bring in more visible environmental practices by students, the understanding that the linkage and relationship between awareness and intelligence along with socio-economic background of the students may go a long way.

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