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A COMPARATIVE STUDY OF ENVIRONMENTAL AWARENESS AMONG GOVERNMENT AND PRIVATE HIGHER SECONDARY SCHOOLS STUDENTS IN JAMMU CITY

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ABSTRACT:

Environmental issues are harmful effects of human activity on the biophysical environment. Environment protection is a practice of protecting the natural environment on individual, organizational or governmental levels, for the benefit of both the environment and humans. Environmentalism, a social and environment moment address environmental issues through advocacy, education and activism. The present study "Comparative study of environmental awareness among government and private

higher secondary school students in Jammu City" was carried to assess the environmental awareness among higher secondary schools students of Jammu. In this study the random sampling technique was employed. The sample comprised of 200 government and private students. The sample was divided on the basis of type of school and gender. The tool used for data collection was "ENVIRONMENT AWARENESS ABILITY MEASURE" questionnaire developed by Praveen Kumar Jha (1998) consisted of 51 items. Analysis of the data revealed that higher secondary school students are aware about environment issues. The private school students are highly aware as compare to government school students. Also no significant difference was found in the environmental awareness between male and female students.

KEYWORDS: Environmental Awareness, Secondary school students

INTRODUCTION

Environment includes not only physical or material aspect but psychological, social and cultural aspects as well. Environment consists of material and non-material surrounding of human beings. In the contemporary world, the healthy existence of human society is getting worse. This state of affairs is due to the unimaginably great volume of environmental maladies or problems, which are punishing

our planet almost to the brink of mass scale disaster of living beings or species on this good habitat earth. This state of environment conditions in which the modern man lives can bring into existence unlimited ugly situations and conditions. Environmental crises or maladies or the form stand the most persistently challenging problems which are ready to devour the glories of human existence and are ready to wipe out the human civilization from the Earth. The present century is witnessing such problems of environment crises, which are

nothing but the creation of greedy human society, which wants to exploit nature beyond any reasonable limit. So in order to overcome the Environmental problems, we have to find out certain remedial measures by involving various categories of peoples; students and general masses, institutions, school, college and University scientist, agriculturists etc. So, it is essential and vital to develop awareness about the environment. The awareness towards environment should be around from childhood, as children are the future of

society. Gopinsath (2014) found in his study that girls' environmental awareness is greater than boys, urban students' awareness is greater than rural students and Malayalam medium students' awareness is greater than English medium students. Bala (2015) found a significant difference in the two variables; senior's secondary school students living in the urban area are having high environmental awareness in comparison to living in rural area. Dahiya and Kusumlata (2016) found no significant difference between environment awareness of secondary level boys and girls. Also he found no significant difference between the Environmental Awareness of higher secondary level and secondary level boys. Significant differences were found between the Environmental Awareness of girls at secondary level and higher secondary level. Dayana and Pankajam (2017) examined the environmental awareness among secondary school students and revealed that there is no significant difference in the environmental awareness among secondary school students. Kaur (2017) determined that Science students were more conscious of their environment than arts students. Akkor and Gundz (2018) found that female students have higher Environmental Attitudes and they are more sensitive to the environment than male students.

OBJECTIVES OF THE STUDY

The objectives of the study are: -

1. To study the level of overall environmental awareness among the students of higher secondary schools.
2. To compare the level of environmental awareness among government and private higher secondary school students.
3. To study the level of environmental awareness among male and female higher secondary school students

HYPOTHESES OF THE STUDY

1. The higher secondary school students are aware about environmental issues.
2. There is no significant difference in their level of environmental awareness among government and private higher secondary schools' students.
3. There is no significant difference in the environmental awareness among male and female secondary school students.

METHOD

Descriptive method was adopted to know the environmental awareness among students of government and private higher secondary schools of Jammu.

SAMPLE OF THE STUDY

200 students (100 males and 100 females) from 4 Government and 4 Private schools have been taken using random sampling techniques.

TOOL EMPLOYED

In the present study environmental awareness ability measure (EAAM) Test developed by Parveen Kumar Jha (1998) was used to measure the environment awareness among higher secondary school students. The tool is a standardized test containing 51 items, the test is bifurcated into five environmental aspects namely, cause of pollution having 10 positive and 03 negative items totalling to 13 items, the second environmental aspects was conservation of soil, forests, air etc., were having 17 items out of which 16 are positive and 01 is negative. In the third area i.e. energy conservation were having 8 items out of which 05 are positive & 03 are negative, the net area was conservation of human health with 11 items out of which 10 are positive & 01 is negative, and finally the conservation of wild life and animals husbandry having 02 positive items only, in the total there are 51 items out of which 43 are positive & 08 are negative.

RESULTS AND FINDINGS

A. Level of Environmental Awareness among the students of higher secondary schools

The level of overall environmental awareness among the students of higher secondary school was investigated using percentage. The level indicator was measured based on High, Average, and Low.

Table 1: Environmental awareness level among higher secondary school students

AWEARNESS LEVEL	RANGE SCORES	OFN	%age
HIGH	37 - 51	159	79.5
AVERAGE	16 - 36	41	20.5
LOW	0 - 15	0	0

Table 1 reveals that 79.5% higher secondary school students were having high awareness level. 20.5% higher secondary school students were of average level. No student was found with low environmental awareness. Hence the hypothesis "The higher secondary school students are aware about environmental issues" is accepted.

B. Comparison of the level of environmental awareness among government and private higher secondary school students.

For comparing the level of environmental awareness among government and private higher secondary school students, *t*-test was employed

Table 2: Mean, Standard deviation, *t*- test for environmental awareness scores among students studying in government and private schools.

Sector	N	Mean	S.D	S.E.M	df	<i>t</i>	Sig
Government	100	39.29	4.22	0.42	198	2.50	Significant at 0.05 level
Private	100	40.88	4.27	0.47			

Table 2 reveals that mean of environmental awareness of private school students is higher than government school students. Hence the hypothesis "There is no significant difference in their environmental awareness of government and private secondary schools students" is rejected.

C. Level of environmental awareness among male and female higher secondary School students.

For comparing the level of environmental awareness among male and female higher secondary school students, *t*-test was employed.

Table 3 Mean, Standard deviation, and *t* ratio for environmental awareness scores among male and female Students.

GENDER	N	MEAN	S.D	S.E.M	df	<i>t</i>	Significance
MALE	100	40.16	4.88	0.48	198	0.23	Not significant
FEMALE	100	40.01	4.19	0.42			

Table 3 reveals that the calculated value of t comes to 0.23 which is less than the table value i.e. 1.96 indicating that the t value is insignificant at any levels of significant and there is no significant difference between male and female students on environmental awareness. Hence the hypothesis "There is be no significant difference between the male and female students about the environmental issues" is accepted.

CONCLUSION

From the present study, it can be concluded that the level of environmental awareness among the government and the private significantly from each other. While in gender, it can be concluded that the mean value of the male category was found equal that of female category. The value of t -ratio is insignificant. This indicates that the level of environmental awareness among the male students is almost equal to female students. While on the bases of awareness level, it can be concluded that the mean score of government students is less than the mean score of private students. It clearly reveals that Private students have more awareness about environment as compared to government students. At the end we are certainly not going to say that creation of environment awareness in students through academic avenues is an impossible task. It can be made possible only through continuous efforts and by multi-dimensional means. Work forces are to be developed at different stages that will have to invest their maximum strength at relevant level. Here transmission of knowledge and information through curriculum revision at different levels, research activities, seminar, workshop or organizing similar programmers are not enough to reach the target. Evaluation of work done, its monitoring, feedback from the receiving end, application of knowledge and its efficacy, keen observation on the fast changing environment scenario followed by implementation of necessary changes in the teaching-learning system including revision of teaching material is required. All these steps are necessary to reach a fruitful end. So steady and continuous efforts from all are required to achieve success in near future.

EDUCATIONAL IMPLICATION

The present study bears some important educational implications; a few have been enlisted below:

1. Environmental education should be included as a separate subject in the curriculum so that students take more interest in knowing about environment.
2. Teachers should take keen interest to organize seminars, skits, debates, discussions, quiz competitions etc. on environmental awareness in the school and colleges.
3. Society including parents should be made aware of different components of environment through door to door campaigns, films and social dramas.
5. Experts must motivate people to be ready for various awareness programs regarding environment.

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