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**The Study of Environmental Behaviour of Secondary School Children
towards their Immediate Environment**

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Abstract:

Education refers to a process of awareness building and sensitization, which can be geared to the education, school children to college and university students or to different occupational groups. So, environmental education takes care of the relationship of man with his fellow human beings in addition to man-nature relationship. In order to accomplish the goal, environmental education should develop certain standards, which prompt people, without fear of the law, to protect the environment. In our country the environmental problems seems to be a great challenge before the humanity. The investigators felt that many children are aware of the problems but are reluctant in doing something for the cause of environment. Most of them are hesitant in taking actions towards environmental protection. In the present study the main objective of the investigation is find out the difference of Environmental behavior of secondary school children towards their immediate Environment in reference to gender and types of schools.

Introduction

Man is the supreme creature of the God. He has the power of brain, and human being believes in changes, Man continuously work for his betterment. The God create the nature in which he survives, only for his survival, everything in this environment works in a chain one depends upon another. The every flows through an ecosystem in one direction. Matter, on the other hand, mover through ecosystem in numerous cycles. The nutrients which organisms need to grow, live and reproduce, are continuously taken from the abiotic environment, consumed and then recycled back to the environment. There are several such biogeochemical cycle (with biological, geological and chemical interactions), powered directly or indirectly by solar energy. They include the carbon, oxygen, nitrogen, phosphorus and water cycle. With respect to matter the earth is essentially a closed system, Matter cannot escape from its boundaries Department of Natural Resources (DNR) provides activities which can be used with students to enhance information on environmental education for kids. These are changing the land, conduct fish survey, how to plant a tree, observing wetland habitat, trees and air quantity and who are they and what did they do?

The subject of environment is inherently interdisciplinary. We study the complex relationships that exist in our natural environment among people, animals, other organisms, water, soil, air, trees, the ocean, and so on. The interconnections are numerous and involve many different disciplines. The goals of environmental education are at four levels –ecological foundations, conceptual awareness, investigation and evaluation and action skills training and application. Traditional thinking in environmental education seems to be we can change behaviour by giving people knowledge about the environment.

Recently a number of researchers have contributed to our understanding of behaviour change, which indicates that there are three levels of variables, namely, entry-level, ownership and empowerment variables and act in more or less linear fashion.

According to TAN M.C. (1994) the broad aims of environmental education at secondary level of education are:-

Behaviour-Practice of environmental friendly habits in home and community affairs.

Knowledge-Application of knowledge in resolution of problems at the community level.

Skills-Simple problem solving and decision-making

Zafar, Saba. (2002), made an attempt to see the effect of academic discipline, Gender, Intelligence and Socio-Economic status on environmental awareness of pupils. The research study was conducted on 400 students out of which 200 were girls and 200 were boys. It is evident from the result that academic discipline has a long effect on environmental awareness of pupils.

The previous studies revealed that attempts have been made to study status and curriculum of environmental education (namely primary, secondary and higher education). The investigators felt that many children are aware of the problems but are reluctant in doing something for the problems but are reluctant in doing something for the cause of environment. Most of them are hesitant in taking actions towards environmental protection. Thus there is a need to study both active and passive behaviour of children towards their immediate environment.

Title of the study:

A study of behaviour of secondary school children towards their immediate environment

Responsible environmental behaviour:

Analysis of educational research findings indicates that individuals who exhibit responsible behaviour on a broad range of environmental problem have:

- ❖ Knowledge of relevant environmental concept;
- ❖ Knowledge of environmental problems and issues.
- ❖ Concern for the quality of environment;
- ❖ Knowledge of action strategies that may be used for resolving an issue.
- ❖ Belief that their action can make a difference;
- ❖ Commitment to take action
- ❖ Experience in action based activities

Variables of the problem

The present problem has the following variables.

Dependent variables	–	Environmental awareness
Independent variable	–	Environmental behaviour
Personal variable	–	(a) Gender
		(b) Types of schools

Objectives

- 1-To measure environmental behavior of secondary school children towards their immediate environment
- 2-To see the effect of gender and types of schools on the environmental behavior of secondary school children

Hypothesis:

- 1-Environmental awareness and participation in environmental protection activities by secondary school children will vary with their gender.
- 2-Environmental behavior towards their immediate environment will vary with their types of schools.

The Sample:

The Sample population of this study consists of 500 secondary school children of Aligarh city. Aligarh is a B grade city of Uttar Pradesh (UP). It has many other Secondary Schools.

N=500

Total Male	230
Total Female	270
Total Government school students	278
Total CBSE Board Students	186

Tool Used

For measuring environment behaviour of the students, in the present study; the researcher went through different standardized tools. There were no satisfactory tool was available to measure environmental behaviour. So the researcher herself developed a tool for measuring environmental Behaviour .

Data Collection:

In the present study the data was to be collected from the secondary school of Aligarh city only. The investigator visited different secondary schools of Aligarh city by the permission of their principals, and collected data from IX & X classes of all CBSE and U.P. government school.

Statistical Techniques Used:

't' test

In order to find out the difference in degree of environmental awareness of the selected samples ,Researcher has used T' test.

Table 1: Table Showing Environmental Behaviour on Gender of Total Sample of Secondary School Children

II Environmental Behavioural	Mean	S.D.	t-value
M ₁	41.85	10.01	
			16.26**
M ₂	50.76	5.93	

** Significant at 0.01

As shown in the above when M₂ of total samples were compared with M₁ on the basis of environmental behaviour the obtained 't' value is (t=16.26) which is significant at both the level

(0.5 and 0.1) of confidence this assures that there was significant difference in the environmental behaviour of total samples. Where mean of girls ($M_2 = 50.76$) was higher than mean of boys ($M_1 = 41.85$).

Table-2: Table Showing Environmental Awareness on Behaviour of CBSE Board and UP Board Students of Secondary School

Environmental Attitude	Mean	S.D.	t-value
M_1	170.86	17.37	
			15.67**
M_2	195.88	15.50	

**Significant at 0.01 level

The table-2 shows a comparison of CBSE Board and UP Board school students. It indicates that the t-value ($t=15.67$) is significant at 0.05 level of confidence which confirms that there exists a significant difference between environmental behaviour of CBSE Board and UP Board students. The table also depicts that the mean of CBSE Board ($M_2=195.88$) is greater than the mean value of UP board ($M_1=170.86$). Therefore, there is a significant difference between CBSE Board and UP Board school students of their environmental behaviour.

While conducting the research work it was noticed that studies on environmental behavior were very few. To study the behavior of students regarding environment may prove to be worthwhile for future researchers. The findings of the study have important implications for secondary school students.

5.2) Conclusion

It is quite self-evident that the whole humanity today is facing an unprecedented situation with respect to the global conditions of environmental degradation. In fact, the concern for environmental problems has never been so high as it is now. It is essential to reorient the attitude and behavior towards the use of environmental resources with great caution and control. It is indispensable to educate the school children about the present environmental condition. Education system is not only supposed to impart instruction to students but also attitude and behavior in them about their immediate environment. Attitude and behavior of students of secondary school are the matter of great concern.

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