



## ATTITUDE AND AWARENESS OF SECONDARY SCHOOL STUDENTS TOWARDS ENVIRONMENT: A STUDY

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**Abstract:** *Environmental awareness is discussed and studied by many. However, to make an impact, we must be aware of the problems and solutions. We will start with what we are doing wrong and move toward what needs to be done to improve our environment. Some ways to take care of our environment is to practise recycling, follow proper garbage disposal protocol, avoid using our cars too much and rely more on public transportation instead. Every day we hear about how our planet is changing. The need for environmental protection arises from the changes in rising carbon dioxide levels, which causes drastic changes in our environment. The rising levels of carbon dioxide result in changes in the atmosphere. When a plant dies, more carbon dioxide is released into the air. This study was carried out to analyse the environmental awareness and also to understand the attitude of secondary school students towards environment by taking a sample of 240 students from Standard IX using Taj Environmental Attitudes Scale and Haseen Taj Environmental Awareness Scale. The results indicated that there was a significant difference in Attitude towards Environment of Secondary School boys and girls, students belonging to nuclear and joint family and students from urban and rural locality.*

**Key Words:** *environment, environmental awareness, environmental attitude, student.*

### 1. INTRODUCTION:

Environment is one of the key areas of current human concern. Global Environment and Ecology are rapidly becoming the most demanding subjects for debates; decision and action as the emergence of Environment problems pose stiff challenges for Physical Sciences as well as social sciences. Enhanced pace of developmental activities and rapid urbanization have resulted in stress on natural resources and quality of life. As the complexities and pollution increased the ease of physical and mental illness also increases manifold. Today, the Global concern is to struggle against environmental pollution and maintain the strands of Human Environment. **If the educational institutions, i.e.; colleges or universities, play a critical role in promoting environmental awareness (EA), knowledge, and education among their students to promote their eco-friendly behaviours (Shelest, K.D.; Ionov, V.V.; Tikhomirov, L.Y.2017, Mkumbachi, R.L.; Astina, I.K.; Handoyo 2020), which, in turn, limit environmental problems.** Environment in developing countries like India have been threatened by problems like illiteracy, pollution, over population, degradation and depletion of environment. In addition to industrial revolution, unprecedented scientific and technological revolution has resulted in disastrous changes in environment leading to environmental degradation. **Today environment has become the concern of all the academicians, intellectuals, scientists, policy makers and government across the continents (Kant and Sharma 2013).** Since the environmental education is the application of knowledge from different disciplines to study and manage the environment and it is socially more relevant today than the past as it helps us to know how unchecked and unplanned development pollutes our air, water and soil and therefore threatens our subsistence and existence. The spread of nature of environmental change [particularly man induced change] in recent years has brought about a series of environmental problems of global magnitude, including population explosion of raw materials & environmental problems.

In recent years, with global warming, water pollution, and other environmental crisis, some level of awareness needs to be raised in order to protect the environment. Like adults, many young children are also concerned about their



environment and the future environments in which they live in. Parents and teachers play an important role in helping children understand and recognize the importance of promoting environmental awareness; however, perceptions play a vital role in this education process.

### 1.1 Need for the Study

Awareness through education shall help individuals and societies to resolve fundamental issues relating to the current and future use of resources, and shall strongly promote the need for personal initiatives and social responsibility to achieve sustainability. It means attitude towards nature plays a vital role in its protection and this can be positively developed through creating environmental awareness among people. Today we are required to increase the pace of environmental education and protect the environment from future degradation. Man is struggling for a better life and higher standard of living through exploitation of natural resources which had resulted in serious environmental problems. There is an urgent need to bring about attitudinal change among the masses and this is possible through education. It was felt by the investigator that efforts at institutional level, is the need of the hour as school, college and university serve the purpose of developing good attitude towards environment among the students through environmental education. Thus, the investigator was intended to know the need of environmental awareness and their attitude towards environment as this is well developed at school level. It was expected by the investigator that the students could be motivated for knowing their environment and contributing their best for the protection of our environment.

### 1.2 Statement of the Problem

**Attitude and Awareness of secondary school students towards Environment: A Study.**

### 1.3 Objectives of the Study

Objectives of the study is to investigate whether difference in the gender, type of family and locality of secondary school students would account for significant difference in their Attitude towards Environment.

### 1.4 Hypotheses of the Study

- There is no significant difference in Attitude towards Environment of Secondary school boys and girls.
- There is no significant difference in attitude towards Environment of secondary school students belonging to nuclear and joint family.
- There is no significant difference in attitude towards Environment of urban and rural of secondary school students.

## 2. METHODOLOGY :

The descriptive survey method was used to conduct the present investigation.

### Variables of the Study

**Dependent variable:** Attitude towards Environment

**Independent variable:** Environmental Awareness

**Biographical variables:** Gender, type of family and locality.

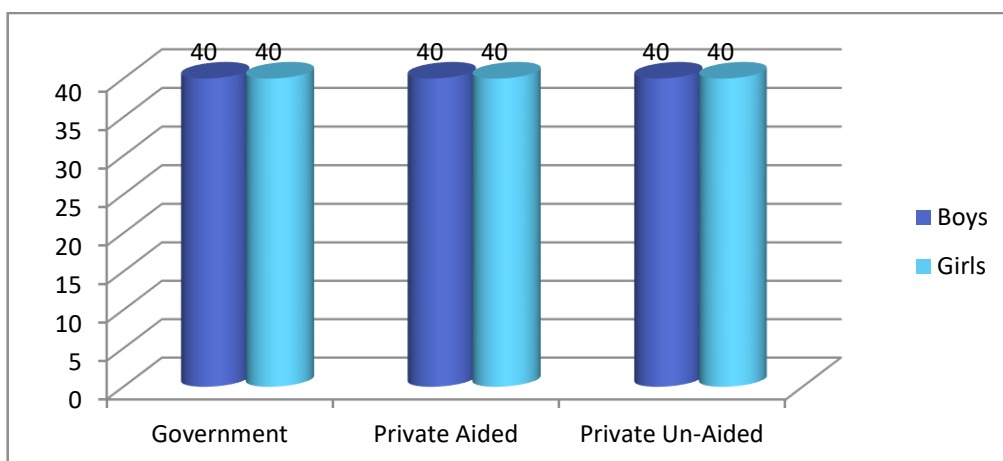
### Sample and sampling procedure

The sample for the present study constitutes the students of Secondary School students from Bangalore city. The total numbers of students in the entire Secondary Schools including government, private-unaided and private aided secondary schools were identified as the population of the study.

Giving representation to all types of management, a sample of 240 students will be selected using stratified random sampling procedure from Secondary School students in the city of Bangalore. The number of Secondary School boys and girls will be 120 samples. Frame given below provides the details of sample distribution over the types of school management and gender.

**Table 3.1: Shows gender wise sample distribution over type of school management**

Sl. no	Type of Management	Boys	Girls	Total
1.	Government	40	40	40
2.	Private Aided	40	40	40
3.	Private Un-Aided	40	40	40
	<b>Total</b>	<b>120</b>	<b>120</b>	<b>240</b>



**Graph shows Sample distribution over Type of Institution**

### Tools of the study

For the purpose of the present study, the investigator has used:

1. Taj Environmental Attitudes Scale developed by Dr. Haseen Taj
2. Haseen Taj Environmental Awareness Scale developed by Dr. Haseen Taj

### Data Analysis

't' test is used to find out the differences in Environmental Awareness would account for significant difference towards Environmental Attitude of Secondary School students and to find out the significant differences in biographical variables gender, type of family and locality.

### Interpretation of data

#### Null Hypothesis 1:

There is no significant difference in Attitude towards Environment of Secondary school boys and girls.

Table showing variable, Groups, Number, Mean, Standard Deviation, 't' Value and Significance level between Attitude towards Environment of Secondary school boys and girls.

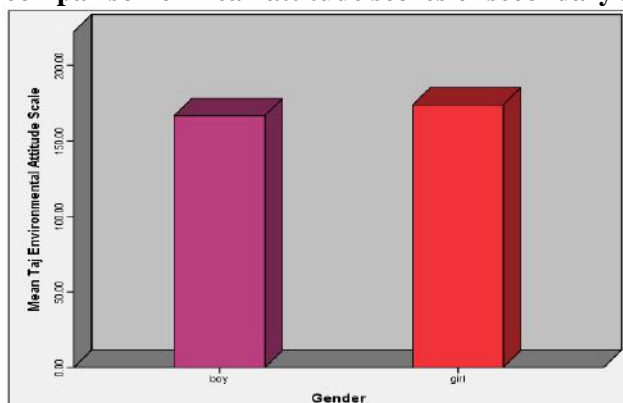
Variable	Groups	N	Mean	Standard Deviation	't' value	Sig. level
Gender	Boys	120	166.5833	9.74600	4.655	Sig
	Girls	120	173.7917	13.88482		

**\*\*Significant at 0.01 level (df=238, 't'. Value: 2.60); \*Significant at 0.05 level (df=238, 't'. value: 1.97)**

From the above table it is revealed that 't' value is 4.655 is greater than the table value 2.60 at 0.01 level of significance. Hence the null hypothesis is rejected and the alternate hypothesis is formulated that "There is significant difference in Attitude towards Environment of Secondary School boys and girls".

The table further reveals that the secondary school girls (M=173.7917) have positive attitude towards environment than secondary school boys (M=166.5833).

### Bar graph showing comparison of mean attitude scores of secondary school boys and girls.





**Null Hypothesis 2:**

There is no significant difference in attitude towards Environment of secondary school students belonging to nuclear and joint family.

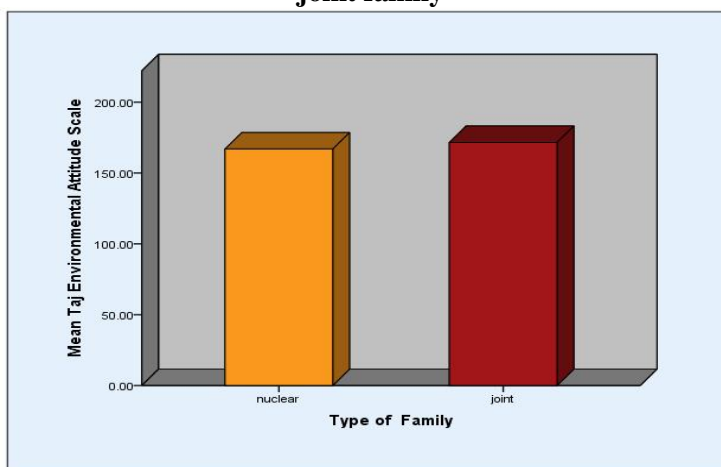
**Table showing variable, Groups, Number, Mean Score, Standard Deviation, ‘t’ value and significance level between Attitude towards Environment of Secondary school students belonging to nuclear and joint families.**

Variable	Groups	N	Mean	Standard Deviation	‘t’ value	Sig. level
Type of Family	Nuclear	73	166.9452	10.56316	2.691	Sig
	Joint	167	171.6048	13.03977		

**\*\*Significant at 0.01 level (df=238 t value: 2.60); \*Significant at 0.05 level (df=238, T value: 1.97)**

From the table it is revealed that the obtained ‘t’ value is 2.691 is greater than the table value 2.60 at 0.01 level of significance. Hence the null hypothesis is rejected and the alternate hypothesis is formulated that “There is significant difference in Attitude towards Environment of secondary school students belonging to nuclear and joint families”. It concludes that both nuclear and joint family, students have different attitude towards Environment.

**Bar Graph showing comparison of mean attitude scores of secondary school students belonging to nuclear and joint family**



**Null Hypothesis 3**

There is no significant difference in attitude towards Environment of secondary school students belonging to rural and urban locality.

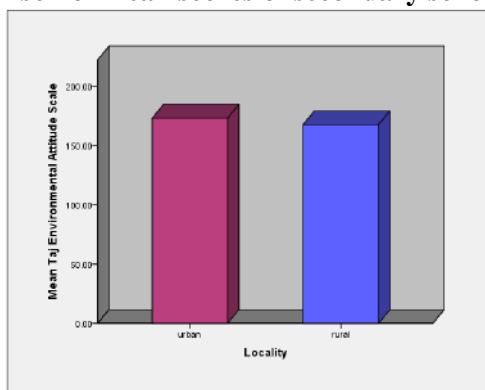
**Table showing variable, Groups, Number, Mean Score, Standard Deviation, ‘t’ value and significance level between Attitude towards Environment of urban and rural of secondary school students.**

Variable	Groups	N	Mean	Standard Deviation	‘t’ value	Sig. level
Locality	Urban	120	172.9667	12.68489	3.525	Sig
	Rural	120	167.4083	11.72550		

**\*\*Significant at 0.01 level (df=238. T.Value: 2.60); \*Significant at 0.05 level (df=238, T value: 1.97)**

From the table it is revealed that the obtained ‘t’ value is 3.525 is greater than the table value 2.60 at 0.01 level of significance. Hence the null hypothesis is rejected and the alternate hypothesis is formulated that “There is significant difference in Attitude towards Environment of urban and rural of secondary school students”. It concludes that both urban and rural, students have different attitude towards Environment.

Bar graph showing comparison of mean scores of secondary school urban and rural students.



### 3. CONCLUSION:

Environmental education should be included as a separate subject in the curriculum, so that students take more and more interest in knowing about immediate environment. Additional courses should be organized on environmental awareness for the students and be made aware of different components of environment through documentary films and other social media. Therefore, if schools inculcate in children positive values and attitude towards environmental conservations, they would take an active role in conserving the environment and its resources and hence, reserve them for the future generation. Environmental rights and responsibilities should also be adopted at schools and followed by applied training models, aiming environmental attitudes and behaviours.

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