

ENVIRONMENTAL AWARENESS AMONG SECONDARY SCHOOL STUDENTS OF ARTS AND SCIENCE STREAM

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Abstract

The study investigated secondary school students' environmental awareness of Arts and Science stream. The sample of the study consisted 200 students; including 100 boys and 100 girls from secondary schools of Sangrur District of Punjab and was selected randomly. They were assessed using the Environment Awareness Ability Measure (EAAM) by Jha (2010). The descriptive statistics such as mean, median, S.D., t-value were used. The findings of the study are that Science stream students had more environmental awareness in comparison to arts stream students. The CBSE students had more environmental awareness in comparison to Punjab Education School Board students. Finally the boys had higher level of environmental awareness than girls of secondary schools.

Key words: *Environmental awareness, Secondary School Students, Arts Stream and Science Stream.*



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INTRODUCTION

One of the best ways of preservation of environment is by creating environmental awareness among society and especially among students as they are future leaders. It is an important component in strengthening sustainable development in the world. It is one of the objectives of environmental education program. Environment Awareness is made up from two words Environment and awareness. Environment is the sum total of all external conditions and influences in affecting the organism. Awareness means the state of being aware, conscious of a situation or object, without direct attention to it or definite knowledge of its nature, Awareness is more detailed or determined interpretation of the self or strongly visual observation on the conscious level.

Bhatia (2006) defined environmental awareness means how much knowledge people have about the environment. It is knowledge about the factors which influence the environment and also about the means of environmental conservation. He studied environmental awareness among elementary school students from 200 students including; both boys and

girls and it was revealed that most of the students have moderate level of environmental awareness. There was no significant gender difference in environmental awareness of elementary school students.

Kapila (2008) explored the environmental ethics of 300 students studying in high and senior secondary schools of Punjab including both male and female students studying in urban and rural schools were covered. He found that there was a significant difference as majority of the students in high schools did not have much knowledge about the environment. Further, it was also highlighted that the students of senior secondary schools have good environmental ethics in comparison to high school students. The girl's students have more environmental ethics than boy students.

Mamta (2009) studied environmental awareness and modernization on a sample of 200 students of 10th class from government and private schools of Solan district of Himachal Pradesh and found no significant difference between rural and urban, male and female students. This study also revealed that there was no significant relationship between government and private secondary school students in their environment awareness.

World educators and environment specialists have repeatedly pointed out that a solution to environmental crisis will require an environmental awareness and its proper understanding which should be deeply rooted in the education system at all levels of school education (Shukla, 2001), because our environment is threatened due to many hazards. Air, water and soil pollution is on increase. Degradation of environment results in many serious problems. Therefore, there is a great need to protect and preserve our environment. The role of students would go a long way in achieving such desired goals. In order to faster their awareness towards environment, it is necessary to know what levels of awareness they possess in these areas, and as such there are limited number of investigators who have taken up research in the said field. So, this paper is an attempt to find out the environmental awareness among secondary school students of Arts and Science stream and to find ways and means to enhance it.

STATEMENT OF THE PROBLEM

“Environmental Awareness among Secondary school students of Arts and Science Stream.”

OBJECTIVES OF THE STUDY

- To compare Arts and Science stream students with regard to their level of environmental awareness.

- To compare students belong to CBSE and PSEB with regard to their level of environmental awareness.
- To compare boys and girls students with regard to their level of environmental awareness.

HYPOTHESES OF THE STUDY

1. There will be no significant difference between Arts and Science Stream students with regard to their environmental awareness.
2. There will be no significant difference between students belonging to CBSE and PSEB in their environmental awareness.
3. There will be no significant difference between boys and girls students with regard to their level of environmental awareness.

METHOD

The descriptive method was used to study the level of environmental awareness among adolescents.

SAMPLE

The 200 adolescents from different schools of Sangrur district (Punjab) including schools affiliated to CBSE and PSEB; were randomly selected by the investigator.

RESEARCH TOOL

➤ **Environmental Awareness Ability Measure (EAAM-J) by Jha, P.K (2010)**

There are 51 items in EAAM. Each agreed item carries the value of 1 mark and each disagree item of zero mark but the negative items are scored inversely. Thus, on the total scale the scores ranged between 0-51.

ANALYSIS AND DISCUSSION

The data have been analyzed by investigator and interpretation of data is given below. The mean score of environmental awareness of sample was found to be 26.44, which indicates average level of environmental awareness. Further interpretation of data is given as below.

TABLE 1: Significance of difference between mean scores of Arts and Science stream students of secondary schools

Group Students	of N	M	SD	t	Level of Significance
Arts Stream	100	23.43	4.25	9.18	S
Science Stream	100	26.96	5.33		

t-value is significant at 0.05 level of significance

It is inferred from the table-1 that there is significant difference between students belonging to arts and science stream in their level of environmental awareness. The mean score of science stream students is higher which shows that they have more environmental awareness.

Table 2: Significance of difference between mean scores of CBSE and PSEB group of secondary school students

Group of Students	N	M	SD	t	Level of Significance
CBSE	100	26.42	5.25	4.78	S
PSEB	100	24.62	4.93		

t-value is significant at 0.05 level of significance

It is concluded from the table-2 that there is significant difference between students belonging to CBSE and PSEB in their environmental awareness. The mean score of CBSE students is higher which shows that they have more environmental awareness than PSEB students of secondary schools.

Table 3: Significance of difference between mean scores of boys and girls groups of secondary school students

Group of Students	N	M	SD	t	Level of Significance
Boys	100	26.22	5.33	3.709	S
Girls	100	22.59	3.92		

t-value is significant at 0.05 level of significance

It is inferred from the table-3 that there is significant difference between boys and girls students studying in secondary schools in their level of environmental awareness. The mean score of boys is higher than girls which show that they have quite higher level of environmental awareness than the girl students studying in secondary schools.

FINDINGS AND CONCLUSION OF THE STUDY

The students of Science stream have higher level of environmental awareness in comparison to arts stream students because of the giving more importance on their curriculum framing pattern. Further, CBSE students had more environmental awareness in comparison to PSEB students because of the rich educational climate of CBSE schools in comparison to the PSEB board schools.

Finally, the male students had more environmental awareness in comparison to female students because of the male students of secondary students are normally so much attached with the society so that they are having more environmental awareness.

EDUCATIONAL IMPLICATIONS

The findings of the present study revealed that the educational policy makers should reform the curriculum offered in the arts and science stream books with reference the insight about environmental awareness. The curriculum offered in PSEB schools should also be updated according to CBSE schools pattern. So, PSEB students can deeply study with their interest and simple way. Various activities related to environmental education like essay writing, slogan writing, quiz, mime etc. can be organized to enrich the school environment. Further, organizing awareness campaigns about environment related social issues in rural areas can also be beneficial to students belonging to rural backgrounds. The important environment days like Van Mahotsav, World Environment Day, Earth Day, World Water Day, World Ozone Protection Day and Energy Conservation Week etc. should be celebrated in the schools with great enthusiasm. N.S.S camps should be conducted in the schools. The special efforts should be made to arrange the extension lectures/seminars/ workshops and conferences on different issues of environment/disaster management by experts and environmentalists at school level.

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