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GRT ENVIRONMENTAL AWARENESS: A STUDY OF
ITS IMPACT ON PRIMARY SCHOOL STUDENTS

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Abstract:-This present study explores the environmental awareness and its impact among the primary school students. As the primary stage students are given much emphasis on building up environmental awareness followed by real life situation how to protect the environment for sustainable development. Here an attempt has been made to study the environmental education and awareness among the primary school students and to find out the significant difference between the urban students and rural students as well as boys and girls as to environmental awareness and its impact on students.

Keywords:Environmental awareness, impact, primary school students.

INTRODUCTION

The main objective of Environmental Education is to create environmental awareness among the people with a view to understanding the problems detected in the lives which opens the means to solve the problems. Environmental education is a process in which individuals gain awareness of their environment and acquire the knowledge, values, skills, experiences which will enable them to work individually and collectively in solving the present and the future problems created due to environmental pollution in order to meet their needs without compromising the future generation. In this context, the development of environmental awareness, means to understand the environmental problems and to develop critical thinking and problem solving skills are the pertinent facts to be investigated. Therefore, the present study emphasizes on environmental awareness its impact on primary school students.

REVIEW OF LITERATURE

Depree (1992) studied on environmental education of high school students. Owena (2000), Sukchitt (1997), shin (1997), Middling (1996), Lindenmen (1991) have given emphasis on environmental education in educational institutions, Gopal (1992), Sahu (1992) studied on impact of environmental education. Sidna et al. studied on introduction of environmental education in secondary schools. Gambro (1991) Chiz (1993), Tharill (1996), Zhang (1996) have under taken a study on environmental awareness. High school students were more aware about the environmental problem and its effect in the study of Mann (1983). For developing environmental awareness video method is taken into consideration as per the study of Antony Samy (1998), Patel and Patel (1995). Vashista (1995) studied on environmental awareness among adolescents. Bala (1996) investigated on environmental awareness among University students. According to Prajapat (1996) and Singh (1996) environment awareness can be developed among the primary school students if

environmental education is included in curriculum. Thakur (1998) & Kumari (1999) in their joint studies concluded that environmental awareness among college students and elementary school teacher should be developed through environmental education. Bhattacharya (1997) in his study stated that environmental awareness among the higher secondary school science students were more than the non-science students. Patel (1997) investigated the effect of environmental study multimedia package and environmental awareness on education. John Berry (1993) studied that universities have important role to play in generating public awareness, Praharaj (1981) studied on environmental knowledge, attitude and perception regarding environmental education among pre-service and in-service secondary schools teachers. Naik (1994) and Naik and Joshi (1991) stated that school and college is a major source of creating environmental awareness among students. Studies undertaken by Wilke (1985), Dhar & Badrinath (1995), Gopal Krishna (1992), Khathar (1988), Kidwai (1991), Sahu (1992), Sidana (1996) stated that teachers did not have the knowledge, skill towards environment. Verma (1994) investigated on developing teacher's competencies for environmental education. Studies related to attitudes towards environment undertaken by Thrall (1987) Kumar and Singh (1997) Sharma (1999) stated that science students have positive attitude towards environmental knowledge. Bennet (1972), Gupta (1983) both had investigated the change in the level of awareness of the student-teachers. Sodhi (1985) Sibeley (1974) studied the level of awareness of women graduates. Comber and Keeves (1973) examined the factors of socio-economic-cultural and educational environment. In 1973 an opinion survey conducted by the Canadian Council of Resource and Environmental Management (CCREM) in Ontario to study the attitude about the ownership of natural resources implication of urban expansion, recreation, environmental quality, resource use, conflict and communication. Selim (1977) suggested special courses in environmental education should be included in teacher training programmes. Barends (1979) studies on environmental education and recommended to introduce environmental education in curriculum. Childress (1978) observed in his study that small group projects, field trips, community resources were the most frequently used. Haier and Herried (1970) conducted Ecology Test to assess instructional effects of environmental awareness.

NEED OR PURPOSE OF RESEARCH

Every human being should be made aware of the environmental pollution, problems and remedial measures in solving the problems for sustainable development. Sustainable development on utilization of resources not only by the present but also by the future generation in a manner that utilization is balanced as life is really linked with environment so that we have to save the environment in order to lead a better life. The students reading at primary levels are not aware about the environmental problems, pollution and degradation. So environmental education is essential for the primary school students which is starting base of the education. It includes making pupils conscious about the physical, social, aesthetic aspects of environment. The present study is conducted with the aim of studying the level of awareness and impact of environmental education on primary school students.

OBJECTIVES

1. To analyze environmental education and awareness among the primary school students.
2. To study the impact of environmental education on students' awareness reading in primary school.

HYPOTHESES

- (a) There is no significant difference of awareness between the students of urban and rural schools.
- (b) There is no significant difference in awareness between the boy and girl students.

METHODOLOGY

Normative survey method is adopted for this study.

a. Sample-The sample for the present study comprises of 133 students of four primary schools studying in class VIII. Out of the four schools two schools are situated in urban locality that is N.C.

High School, Jajpur road, Dhauligiri High School, Dhauligiri and other two are situated in rural locality that is Gopal Charan Nodal School and Bhubaneswari Nodal School under Bari block.

b. Sample Techniques:-In the present study for the selection of sample a multistage stratified random sampling technique was used, where 133 regular students having (92 urban and 41 rural pupils) and (83 boys and 50 girls) were taken as sample randomly.

c. Tools used:The investigator has developed a self made questionnaire containing 25 numbers of questions which are categorized in 4 components such as knowledge, understanding, skills and awareness.

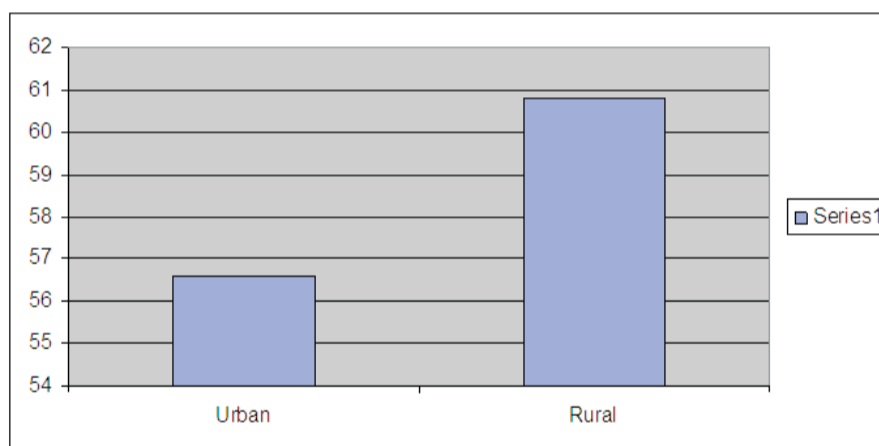
ANALYSIS AND INTERPRETATION

Suitable statistical techniques like mean, SD and t value are applied to analyses and interpret the data collected for this purpose. The analysed data are presented in the following tables.

HO-1-There is no significant difference of awareness between the students of urban and rural.

Table-1 Showing sample size (n), Mean, S.D. and ‘t’ Value for Rural and Urban Sample Group.

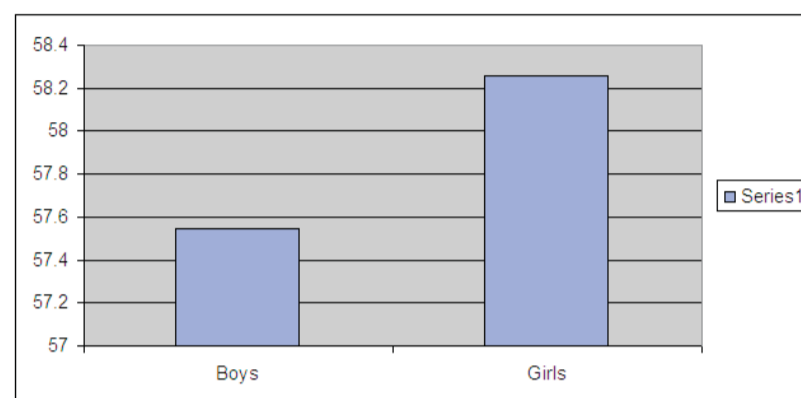
Sl. No.	Sample group	Sample size	Mean	SD	‘t’ value
1	Urban student	91	56.58	6.757	3.75 ‘t’ value is significant at 0.05 level
2	Rural student	42	60.81	4.631	



The result presented in Table-1 shows that urban and rural student differ significantly from each other in respect of their awareness towards environment. From the study it is observed that in respect of responsibility towards using environment-friendly products, economic use of natural resources, prevention of pollution, saving green trees and vegetation, ecological concern and attitude towards environmental responsibility the rural students are more concerned than urban students.

Table-2 Showing sample size (n), Mean, SD and ‘t’ value for Boys and Girls group.

Sl. No.	Sample group	Sample size	Mean	SD	‘t’ value
1	Boys	83	57.55	5.324	0.539 ‘t’ Value is significant at 0.05 level
2	Girls	50	58.26	8.665	



A perusal of Table-2 reveals that Boys and Girls differ slightly from each other in respect of their awareness towards environment. From the study it is observed that girls are little more concerned in saving the environment in comparison to boys.

RESULT AND DISCUSSION:-

The first hypothesis 'no significant difference between rural and urban is rejected because the result from table-1 shows that calculated value of "t" for (42+91-2) 131 degree of freedom at 5% level of significant is found 3.74 and table value of 't' for 13 degree of freedom at 5% level of significance is 1.66. Since our calculated value is greater than the table value, so the null hypothesis is rejected. Here urban student had scored significantly higher mean value than the rural student on awareness towards the environment.

The second hypothesis "no significant difference between boys and girls is accepted because the result from table 2 shows that calculated value of "t" for (83+50-2)=131 degree of freedom at 0.05 level of significant is found 0.539 and the table value "t" for 131 degree of freedom at 0.05 level of significance is 1.66. Since our calculated value is less than the table value so the null hypothesis is accepted.

CONCLUSION-

Sincere efforts are being taken all over the world to bring environment education in the world prominence through different subjects for study in order to overcome the crisis seen in environment; Man, being the integral part of the environment uses, utilizes and exploits the environment for his own purpose. All the unprecedented development and changes seen across the globe is badly affected the quality of the environment due to man. So man should think, plan and work for his own survival in the earth. In this regard environmental education has emerged as a ray of hope in protecting the result of global efforts as a result of which environmental education helps the learner to develop rational relationship with his nature and manmade surroundings. So the significance of the environmental education at all levels of education is deeply emphasized in the world education system.

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