



A study of Environmental Attitude of Secondary School Children

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Abstract

This research paper emphasizes the Environmental Attitude of secondary School Children, Ramachandra puram Mandal, Sangareddy District, Telangana State, India. Based on the objectives, have taken 100 sample(male-50 and female-50), Normative survey, Descriptive Statistical methods were used in this study, and reliability was found to be 0.62 which indicates the questionnaire was reliable. 40 item questionnaire was constructed by the investigator to find out the A study of environmental attitude of secondary school students.

Key words: Environment, Attitude and Secondary School

Introduction: The environment is something you are very familiar with. It's everything that makes up our surroundings and affects our ability to live on the earth- the air we breathe the water that covers most of the earth's surface, the plants and animals around us, and much more. Environmental attitude helps an individual in developing all the above mentioned qualities. Environmental attitude provides the basic knowledge and understanding of the environment and our complex relationship with it. Government and policy maker have put all their efforts to make the people aware and to develop environmental attitude about their environment. The Environment protection act (1986) is also a step towards this. But we are not succeeding in this as much required in general. It's the students who can help to solve the problem of environmental pollution and create positive environmental attitude among society, who will be the future environmentalist, scientist or responsible citizen who can save their environment.

Attitudes are also uniquely organized in each person. Though certain attitudes may be held by many each usually gives his own slant in expressing them. Attitudes and their organization are the products of individual's own relations to his own experiences. Attitudes influence the behaviour of the individual by making him selectively oriented towards certain objects and issues. Depending upon the nature of his attitudes, he reacts favourably or unfavorably.

No one is born with any attitudes. They are learned in a culture in course of individual development. The kind of environment in which he grows has an indelible impact on the attitudes he possesses. Information about the views and values prevalent in a sub culture is therefore essential to their understanding. Attitudes have been defined as ideas with emotional content, important beliefs. Prejudices, biases, predisposition, appreciations and as states of readiness or set. Allport has defined an

attitude as a mental aid natural state of readiness, organized through experience existing a directive or dynamic influence upon the individuals response to all objects with which it is related.

As Sheriff and Cantril have put it, “Most attitudes have the characteristic of being part of me”, they are towards my parents, my school, my hand, my church, my nation, my boss, my friend, towards my friends rival my father’s competitor , my country’s enemy and so on”. Attitude has four dimensions 1. Intensity 2. Direction 3. Extensity 4. Duration. Each of these aspects is important in understanding attitudes and their influence upon behaviour. Assessment of these characteristics is done most frequently by observations of behavior, but attempts have been made to develop tests to evaluate attitudes. Behaviour patterns provide evidence of each of these dimensions, whereas most tests simply attempt to survey the attitudinal pattern and determine their positive or negative direction.

Characteristics: Attitudes are not static, rigid entities. They change radically under certain conditions or even breakdown entirely, impact of events may also bring about shifts.

- Attitudes have intellectual, biological, social and emotional components that derived from experience and exchange determining influence upon behaviour.
- Attitudes are tinged with emotion, and are very personal and complex in character.

Need and significance of the Study: Today the global concern is to struggle again environmental pollution and maintain the standard of human environment. Environment in developing countries like India and Iran have been threatened by problems like poverty, pollution and over population (India) and degradation and depletion of environment (Iran). In addition to the industrial revolution, unprecedented scientific and technological revolution has resulted in disastrous changes in the environment leading to environmental degradation / crisis. The speed and nature of environmental change (particularly man-induced change) in recent years have brought about a series of environmental problems of global magnitude – including population explosion, energy resources and utilization, the provision of food supplies, exploitation of raw materials and environmental problem (Yashodhara, 2003).

This environmental degradation or crisis has become a serious issue as it threatens not only the tranquility of people’s existence, but their health and lives as well. As such, the environmental protection and preservation has been an urgent need of the hour. Realizing its importance, the Indian States has also enshrined it into Constitution which requires both the state and citizen to “Protect, preserve and improve the environment”. All studies are done in environmental awareness, environmental pollution, and environmental attitude. But the study is unique in own way. Hence, the researcher taken the study environmental attitude of secondary school students.

Operational Definitions of Key Terms

Environmental: Relating to or arising from a person’s surroundings.

Attitude: Truculent or uncooperative behaviour.

Secondary school pupils: A school for young people, usually between the ages of 11 and 14.

Objectives

1. To find out the environment attitude of secondary school students.
2. To find out environmental attitude of secondary school students with respect to the School, Family, and Society.
3. To find out the influence of the following variables on environment attitude of secondary school students. Like Gender : Male / Female; Locality : Rural /Urban; Type of institute: Govt/ Private; Medium of instruction: Telugu/ English

Hypotheses: The following null hypotheses were formulated,

1. There would be no significant difference between environmental attitude of boys and girls of secondary school students.
2. There would be no significant difference between rural and urban secondary school students of their environmental attitude.
3. There would be no significant difference between the govt and private secondary school students of their environmental attitude.
4. There would be no significant difference between the Telugu and English medium secondary school students of their environmental attitude.

Limitations of the Study

This study is limited to 100 secondary school students only

This study is limited to Ramachandrapuram mandal only.

The sample is limited to boys and girls only.

This study i.e. limits to rural and urban school students only.

Method of Investigation: On the present study normative survey can descriptive method is used. It gathers data from the cases available particular time. The lack of data collection being after research problem has been defined and research plan chalked out. While deciding about the method of data collection to be used for the study the researcher should keep in survey method.

Sample and Sampling techniques : The sample selected for the study consists of 100 students only, and simple random sampling technique used for the collecting the data in selected ten Secondary school students in Ramachandrapuram mandal, Sangareddy , only.

Tools Used: The tool used in this study is a questionnaire on environmental attitude of secondary school students constructed by researcher. 40 item questionnaire was constructed by the investigator to find out the A study of environmental attitude of secondary school students.

Table-1 showing the distribution of questions

S.No	Type of questions	Question numbers	Number of question
1	School	1 to 15	15
2	Family	16 to 30	15
3.	Society	31 to 40	10

The tool consisted of 40 statements regarding the Learning attitudes. The tool is a consists of 40 items, each item has 2options, Yes/ No graded on a two point scale. The scoring criteria for the given responses is; In positive items, ‘1’ mark for ‘Yes’, and ‘0’ mark for ‘No’. In negative items: ‘0’ mark for ‘Yes’, and ‘1, mark for ‘No’.

Table-2:Item and Question wise distribution

Item	Question Nos	Total
Positive questions	1,2,4,6,7,8,9,10,12,13, 14, 15, 16,17,18,19,20,21,22, 23, 24, 25,26,27,28,29,31, 32, 33, 34, 36, 39,40	33
Negative questions	3,5,11,30,35,37,38	7

Reliability was calculated by using Cronbach’s formula Psychometrica, Which has got internal coefficient contending. The reliability was found to be 0.62 which indicates the questionnaire was reliable.

Validity of the Tool: Tool would be constructed as questionnaire on the basis of established theory and research on the development of environmental attitude of secondary school students. From the response of the respondents the content validity of the environmental attitude of secondary school studentsquestionnaire will be established. The high reliability of the questionnaire indicate that the questionnaire will be valid.

Face validity: The given test appears or seems to measure what it is to measure. Hence the tool has got face validity.

Content validity: The tool adequately covers both the context and an objective of the subject matter on which the test is made. i.e. it gives equal weight to all the aspects. Hence the tool has got content validity. The selected items gather the opinions from the 50 teachers of rural and urban high school teachers were given to test the context validity.

Techniques used: The pupils selected from the experiment were heterogeneous but they are homogeneous that the performance. Therefore this threat was mitigated S.D., Mean and % of mean are to be calculated. To find out the ‘t’ values will be computed.

Data Analysis

Table-3: Objective wise analysis shows the mean, SD and % of mean values of the whole sample on environmental attitude.

Sample	Number	Mean	Standard Deviation	% of mean	1/5 th of mean
Whole	100	31.11	3.20	77.77	6.225

Table-4: Area wise analysis shows the Mean, % of mean, S.D

Area	Mean	SD	% of mean	Order of preference
School	12.38	1.8	82.53	I
Family	10.99	1.74	73.26	III
Society	7.81	1.72	78.1	II

Variable wise Analysis

Hypothesis-1: There would be no significant difference between environmental attitude of boys and girls of secondary school students.

Table-5: shows the Mean, % of mean, S.D. and ‘t’ value of the boys and girls

Variable	N	Mean	% of mean	S.D.	S.Ed	‘t’
Boys	50	30.21	75.52	3.29	0.41	3.80*
Girls	50	31.77	79.42	2.52		

*= Significant at 0.05 level

Hypothesis-2: There would be no significant difference between rural and urban secondary school students of their environmental attitude.

Table-6: shows the Mean, % of mean, S.D. and ‘t’ value of the rural and urban

Variable	N	Mean	% of mean	S.D.	S.Ed	‘t’
Rural	50	30.97	77.42	2.59	0.41	0.39NS
Urban	50	30.81	77.02	3.30		

NS= Not Significant at 0.05 level

Hypothesis-3: There would be no significant difference between the govt and private secondary school students of their environmental attitude.

Table-7 Shows the Mean, % of mean, S.D. and ‘t’ value of the government and private

Variable	N	Mean	% of mean	S.D.	S.Ed	‘t’
Government	50	31.35	78.37	2.95	0.41	1.75NS
Private	50	30.63	76.57	3.07		

NS= Not Significant at 0.05 level

Hypothesis-4: There would be no significant difference between the Telugu and English medium secondary school students of their environmental attitude.

Table-8 shows the Mean, % of mean, S.D. and ‘t’ value of the Telugu and English medium school

Variable	N	Mean	% of mean	S.D.	S.Ed	‘t’
Telugu	50	30.87	77.17	2.86	0.42	0.57NS
English	50	31.11	77.77	3.2		

NS= Not Significant at 0.05 level

Hypothesis Testing Table-9

S. No	Hypotheses	Variable	‘t’ value	Test of Significance	Result
1.	There would be no significant difference between environmental attitude of boys and girls of secondary school students.	Boy=50 Girl= 50	3.80	Significant at 0.05 level	Hypothesis is rejected
2.	There would be no significant difference between rural and urban secondary school students of their environmental attitude.	Urban = 50 Rural = 50	0.39	Not Significant at 0.05 level	Hypothesis is rejected
3.	There would be no significant difference between the govt and private secondary school students of their environmental attitude.	Govt = 50 Private = 50	1.75	Not Significant at 0.05 level	Hypothesis is accepted.
4.	There would be no significant difference between the Telugu and English medium secondary school students of their environmental attitude.	Telugu =50 English = 50	0.57	Not significant at 0.05 level	Hypothesis is accepted

Findings

- The $1/5^{\text{th}}$ of mean value is greater than the standard deviation value. The distribution is heterogeneous. The secondary school students have positive opinion on home environment.
- The area school is environmental attitude of secondary school students.
- The variable gender is significant influenced the environmental attitude.
- The variable locality is not significant influenced the environmental attitude.
- The variable type of institute is not significant influenced the environmental attitude.
- The variable medium of instruction is not significant influenced the environmental attitude.

Conclusion: Education depends on the heredity and environment. Also attitude influence the quality life. The present study revealed that the environmental attitude of secondary school students in school area is more influencing among the areas society and family. Family area occupies middle place, and also it is least influenced by environmental attitude of secondary school students. Boy and girl students differed significantly in most of the factors except population explosion, and total attitude scores. Implications environmental education also stressed. Favourable environmental attitudes with girls having a significantly higher level of favourable environmental attitudes than boys; in particular, girls had the highest level of environmental attitudes comparing among others. All the rural and urban students are having same attitude in environment. The study found that overall students from both the urban and rural areas expressed unfavourable environmental attitudes. Besides, he study indicate that there were no significant difference between government and private schooling systems students' attitudes. Moreover, Environmental attitude develops the higher order thinking abilities of the scholastic and co-scholastic areas in the secondary school children.

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