

ENVIRONMENTAL AWARENESS AMONG PRIMARY SCHOOL STUDENTS IN RELATION TO THEIR ECONOMIC STATUS

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ABSTRACT

The present study was undertaken to study the difference in level of environment awareness of primary school students in relation to their economic status. A sample of 100 primary school students was selected in this study through random sampling technique. The data was collected with the help of 'Environment Awareness Scale' constructed by Dr. Haseen Taj (2001). The descriptive statistical techniques like Mean, Standard Deviation and the 't'-test were used for testing the hypothesis. The finding of the study reported no significant difference in the level of environment awareness among primary school students in relation to their economic status.

KEYWORDS : Awareness, Environment, School, Students....

INTRODUCTION

One of the most essential tools for human existence on planet is the environment. The environment is both a source of nourishment and a means of survival for all of us. Living would be impossible without air, water, and land. Environmental problems are a worldwide issue that should be addressed properly. Environmental challenges have multiplied in recent years as a result of a growing human population and developments in every sector. Humans' thirst for technology innovations and changing lifestyle habits has create a serious risk to the planet, and so as a consequence, pollution level has increased at an alarming speed. Environmental awareness is essential for preserving and maintaining a healthy environment.

ENVIRONMENT

The word Environment is derived from the French word 'Environ' or environer meaning 'around' 'round about' 'to surround' 'to encompass' these in turn originated from the old French words 'Vierer' 'Viron' (with prefix en) which means a 'circle around' the 'country around.' (Young in Environmental Encyclopaedia, 2003). Environment includes all the living and non- living objects which interact with it and affect it continually. The interaction is dynamic in nature and affects both the reactants; the organisms and the environment. In case of human beings sometimes socio-cultural environment is included (Saxena 1996).

REVIEW OF RELATED LITERATURE

Walford (2002) indicated that lack of awareness is one of the largest obstacles to development. If people are not aware of what things are harmful to the environment, how can they respect it? Schools play an important role in the formation of positive attitudes towards the environment in young children. English and Mexican school children of 7-9 years of age were analyzed in this study with the objective of analyzing some possible reasons of influencing the environmental awareness and perception of these children. Children were from eight schools with different environmental ethos. Results revealed that schools with strong orientation in Environmental Science seemed to transmit environmental information more effectively than schools with no environmental policies. The development of effective environmental policies in all schools needed to be considered in order to promote an environmental awareness in the school population.

Gupta & Mehra (2002) in their UGC project reported that an environmental educational learning package helped to promote awareness among primary school students of Chandigarh.

Hoerisch (2002) conducted a comparative study on environmental awareness and environmental beneficial behaviour in India. The study gave clear evidence that the role of media in creating environmental awareness is definitely dominant one. In this thesis, the results of the house hold survey show that more than half of the interviewees are convinced the information provided by media has been most important in making them aware of environmental problems, followed by 38% who thought that it was their own confrontation with pollution in everyday life, while education at school or other institutions was considered to be most important in creating environmental awareness by only 7% of the interviewed persons.

Wong (2003) revealed that university students in Beijing are not single- minded about

the pro-growth beliefs and values that are deeply embedded in society. On the whole, students were conscious about the seriousness of environmental problems, both in 49 China and throughout the world. However, they were pessimistic about future environmental conditions. Many students anticipated a decline in environmental quality over the next five years, both in China and the world. The students were also ambivalent about dividing priorities between economic growth and environmental protection. Yet they supported the establishment of more environmental NGOs to exert pressure on the government to protect the environment. Overall, a rising environmental awareness among the young intellectuals would ultimately spark environmental activism in China.

Hsu (2004) studied the effects of an environmental education (EE) course college students' responsible behaviour and associated environmental literacy variables. This undergraduate course emphasized issue investigating-evaluation and action training. A non equivalent control group design was used. The results of this study showed that the course significantly promoted the students' responsible environmental behaviour, locus of control, environmental responsibility, intention to act, perceived knowledge of environmental issues, and perceived knowledge of and skills in using environmental action strategies.

Rout & Aggarwal (2006) conducted a study to know the environmental awareness and environmental attitude of the male and female students of science and non-science streams belonging to rural and urban backgrounds studying in class X of different schools of Moradabad city. The findings of the study are: 1. The students of science stream have more environmental awareness and environmental attitude than the students of non-science stream 2. The students belonging to urban background are comparatively better in terms of their environmental awareness and environmental attitude as compared to the students belonging to rural background 3. The male and female students do not differ significantly in terms of their environmental awareness and environmental attitudes.

Dixit & Aggarwal (2009) conducted a study on environmental awareness among prospective elementary teachers and reported no significant difference between total environmental awareness of male and female prospective elementary teachers of U.P state. Also, prospective teachers from rural and urban area exhibited no significant difference with respect to environmental awareness.

Devi (2015) studied environmental awareness among the students of 10th Class of Chamba District and found that secondary schools' students of Chamba District are well aware about the environment.

Arup & Anju (2019) conducted a comparative study regarding environmental awareness among senior secondary school students of the east district in Sikkim. The study revealed that level of environmental awareness significantly differs between girls and boys students of senior secondary schools however; there is no significant difference between Science and Non-Science stream students of senior secondary schools in their level of environmental awareness.

OBJECTIVES OF THE STUDY

- O.** To find out the significant differences in the Level of environment awareness among Primary School Students in relation to their Economic Status.

HYPOTHESIS OF THE STUDY

- H.** There will be a difference in the level of environment awareness among Primary School Student.

RESEARCH METHOD

The present study was conducted using descriptive survey method of research.

RESEARCH TOOL USED

In the present study 'Environment Awareness Scale' constructed by Dr. Haseen Taj (2001) was used to collect the data from Primary School Students.

SAMPLING

In the present study lottery method of probability sampling was used.

VARIABLES

In the present study, Level of Environment Awareness was treated as dependent variable, whereas Economic Status was taken as independent variables.

STATISTICAL TECHNIQUES USED

To find out the difference in Level of Environment Awareness among Primary School Students Mean, SD and the 't'- test were employed by the investigators.

ANALYSIS AND INTERPRETATION OF DATA

The Table -1 presents the calculated statistics of Level of Environment Awareness among Primary School Students Based on their Economic Status.

Table -1
Significance of Mean Differences in Level of Environment Awareness among
Primary School Students based on their Economic Status

Level of Environment Awareness	N		M		SD		Df	't'-Value	Significance
	Low Economic Status	High Economic Status	Low Economic Status	High Economic Status	Low Economic Status	High Economic Status			
	51	49	69.9	66.55	20.72	20.78			

NS : Not Significant

The Table - 1 indicates that the obtained 't'-value of Low and High Economic Status Primary School Students was found to be 0.34 with respect to their Level of Environment Awareness, which is not significant at 0.05 level of significance. It means that Primary School Students do not differ significantly with respect to their Level of Environment Awareness. Hence, the hypothesis that "There will be a difference in the level of environment awareness among Primary School Student" was accepted.

FINDINGS OF THE STUDY

- No significant difference was found in Level of Environment Awareness among Primary School Students based on their Economic Status.

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