



AWARENESS OF ENVIRONMENTAL DEGRADATION AND ATTITUDE TOWARDS ENVIRONMENTAL EDUCATION AMONG HIGH SCHOOL STUDENTS

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ABSTRACT

The main aim of the present study is to find out the Awareness of Environmental Degradation and Attitude towards Environmental Education among High School Students. The Present study was adapted with the survey method and the sampling technique was Simple Random sampling technique used. For that purpose 300 students were selected to find out the Environmental Degradation and Attitude towards Environmental Education of high school students. The major finding shows that there is significant relationship between Environmental Degradation and Environmental Education among the students. The strongest Pearson product-moment correlation coefficient for the Awareness of Environmental Degradation and Attitude towards Environmental Education was with the Perceived the value $r(300) = 0.697, p < .005$. Variables are positively correlated at 0.05 level of significant.

Key Words: Enviromental Degradation, Environmental Education, Attitude, High School Students.

Introduction

The humankind activity affects the environment direct and indirectly. The indiscriminate use of the natural resources to produce several goods can cause environmental imbalance. After the findings that the natural resources are finite and their preservation are need to support humankind, environmental movements are debating and working to development of behavioral attitudes that will support the sustainability.

To attain behavioral changes, it is necessary that the individual's attitudes toward the attitudinal object change too. According to the assumption of the Theory of Reasoned Action proposed by, the behaviors are indirectly related to the attitudes toward the behavioral intentions. The behavior is determined by the intention to execute it and the intention is determined by the attitudes about the attitudinal object. Here in the present study, the environment is the object in question. In this way, it is assumed that the pro-environmental behaviors are predicted by the pro-environmental behavioral intentions that, in turns, are predicted by the pro-environmental attitudes.

TERMS AND DEFINITION

Awareness: the state of being conscious of something. More specifically, is the ability to directly know and perceive, to feel, or to be cognizant of events.

Environmental degradation: the deterioration of the environment through depletion of resources such as air, water and soil; the destruction of ecosystems; habitat destruction; the extinction of wildlife; and pollution. ... When natural habitats are destroyed or natural resources are depleted, the environment is degraded.

Attitude: manner, disposition, feeling, position, etc., with regard to a person or thing; tendency or orientation, especially of the mind.

Environmental education: a process that allows individuals to explore environmental issues, engages in problem solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions.

High school students: a grade of education from Standards IX to X. Standards IX and X is also called Secondary School. Usually, students from ages 14 to 17 study in this section.

NEED FOR THE STUDY

Environmental education seeks to develop the ability to assess environmental situations and the casual chains of relationships leading to environmental damage; the interaction among social, economic, and physical factors; usually related and overlapping developments, networks and feedback responsibility for future generations economy and declared in the use of all natural resources; respect of revolution nature and the life; weather condition of the limits of nature, human action and the self destruction and the requiring the ability to perceive nature. Aims at ultimately for reaching and manifold behavioral changes in everyday life and at the workplace. The guiding principle and pedagogical ideal of environmental education is the environmentally responsible consumer, industrial producer, employee, citizen, policy maker, traveler, athlete, tourist and farmer – every human who is aware of nature and lives in harmony with it. The investigator has selected this particular topic because most of the students have no awareness on

environmental degradation and attitude towards environmental education. Having known and experienced the students' lack of awareness on environmental degradation the investigator has decided to use magazines and mass media, to give more awareness to the students. **Methodology of the study:**

The investigator has adopted the survey method of research to find out the relationship between giving a good impression and academic achievement of high school students significance of the study. It involves interpretation, measurement, classification, evaluation and generalization all directed towards a proper understanding and solution of significant educational problems. Thus, survey approach is necessary for the collection of facts and information relevant to the problem the investigator deals with. The Perception Scale on Awareness of environmental degradation and attitude towards Environmental education of high school students.

Null Hypothesis:

- **There is no significant difference between boys and girls in awareness of environmental degradation.**

Variable	Sub-Variables	N	M	σ	't' - Value	Significance at 0.05 level
Gender	Boys	162	30.81	5.050	0.220	NS
	Girls	138	30.90	4.609		

Mean values of awareness of awareness of environmental degradation was higher for girls (30.90) and lower for boys (30.81) and the calculated t value 0.220 is lower than the table value 1.96 it differs no significant at 0.05 level. Hence the null hypothesis is accepted and it's concluded that there is significant difference in the awareness of awareness of environmental degradation among of high school students.

- **There is no significant difference between Tamil and English medium high school students in awareness of environmental degradation.**

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Variable	Sub-Variables	N	M	σ	't' - Value	Significance at 0.05 level
Medium of Instruction	Tamil	153	37.69	7.298	2.05	Significant
	English	147	29.76	5.047		

Mean values of awareness of environmental degradation was higher for Tamil medium school students (37.69) and lower for English medium school students (29.76) and the calculated t value 2.05 is higher than the table value 1.96 it differs significantly at 0.05 level. Hence the null hypothesis is rejected and concluded that there is significant difference in the awareness of environmental degradation among of high school students.

- **There is no significant difference between boys and girls in attitude towards Environmental education with respect to gender.**

Variable	Sub-Variables	N	M	σ	't' - Value	Significance at 0.05 level
Gender	Boys	162	28.17	6.010	0.122	NS
	Girls	138	26.62	7.109		

Mean values of attitude towards Environmental education was higher for girls (28.17) and lower for boys (26.62) and the calculated t value 0.122 is lower than the table value 1.96 it differs no significant at 0.05 level. Hence the null hypothesis is accepted and its concluded that there is significant difference in the awareness of attitude towards Environmental education among of high school students.

- **There is no significant difference between Tamil and English medium high school students in attitude towards Environmental education.**

Variable	Sub-Variables	N	M	σ	't' - Value	Significance at 0.05 level
Medium of Instruction	Tamil	153	38.19	7.298	2.14	Significant
	English	147	30.76	6.047		

Mean values of attitude towards Environmental education was higher for Tamil medium school students (37.69) and lower for English medium school students (29.76) and the calculated t value 2.05 is higher than the table value 1.96 it differs significantly at 0.05 level. Hence the null hypothesis is rejected and concluded that there is significant difference in the attitude towards Environmental education among of high school students.

- **There is no significant relationship between awareness of environmental degradation and attitude towards Environmental education of high school students.**

Independent Variable	Dependent variable	r- value	Level of significance
Awareness of Environmental Degradation	Attitude towards Environmental Education	0.697	Significant

From the above table 4.13 it is inferred that the strongest Pearson product-moment correlation coefficient for the Awareness of Environmental Degradation and Attitude towards Environmental Education was with the Perceived the value $r(300) = 0.697, p < .005$. Variables are positively correlated at 0.05 level of significant.

Conclusion:

This study reveals that the Awareness of Environmental Degradation and Attitude towards Environmental Education of high school student's significance of the study. Environmental education seeks to develop the ability to assess environmental situations and the casual chains of relationships leading to environmental damage; the interaction among social, economic, and physical factors; usually related and overlapping developments, networks and feedback responsibility for future generations economy and declared in the use of all natural resources; respect of revolution nature and the life; weather condition of the limits of nature, human action and the self-destruction and the requiring the ability to perceive nature. All these characters are basically developed at school to carry on the good citizen throughout the Life to protect the environment.

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