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Relationship between Different Types of Schools and Environmental Awareness Ability of Students

**Purnima • Sarita Kumari • Aditi Singh
• Sister M. Saroj A.C.**

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Corresponding Author : Sister M. Saroj A.C.

Abstract : *Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the socio-cultural life of a nation. This is an important reason for linking environment and education so that it can contribute significantly to the transformation and development of society. Environmentally literate citizens would be capable of recognizing the dangers and consequences of environmental degradation and actively participate to protect its quality. Does a mere environmental*

orientation to education help in creating awareness among students ? How much aware are the students of environmental problems ? These and similar questions form the basis of the study. To ensure the quality of environmental awareness it is necessary to investigate the relationship between the type of school (Bihar, ICSE, CBSE board), types of environmental programmes conducted in the schools and the awareness ability of the students. This study collected data from 150 students i.e. 50 students from each of the three boards. The data was collected using the standardized awareness ability questionnaire by Praveen Kumar Jha, and a self constructed questionnaire related to the different programmes conducted in the schools. The data was analyzed by statistical techniques comprising measures of central tendency, measures of variability (standard deviation). Percentages were also found wherever required and t-test was applied to determine the significant difference between the mean awareness ability of the students of different boards.

Purnima

Education, Session: 2010-2011,
Patna Women's College, Patna University, Patna,
Bihar, India

Sarita Kumari

Education, Session: 2010-2011,
Patna Women's College, Patna University, Patna,
Bihar, India

Aditi Singh

Education, Session: 2010-2011,
Patna Women's College, Patna University, Patna,
Bihar, India

Sister M. Saroj A.C.

Assistant Professor, Department of Education,
Patna Women's College, Bailey Road,
Patna – 800 001, Bihar, India
E-mail : marysaroj@yahoo.in

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Introduction :

The reality of environmental crisis facing our planet has been accepted worldwide. Our earth's life-support system is unraveling and major irreversible damage is occurring. It is high time to remember and follow Gandhi ji. According to him *"As human beings, our greatness lies not so much in being able to remake the world, as in being able to remake ourselves."*

Every great journey begins with the first step which is awareness. This means being aware of nature and our connection to everybody and everything else. It is easier to shape children's mind than to shape adults' mind, and, so, to inculcate environmental awareness among the students, school have started environmental education in their curriculum. It was in the 1990s that in schools Environmental Studies (EVS) was introduced at primary level in Classes I and II as part of Social Sciences and as part of Sciences from Class III upwards. This was indeed a good beginning as it created awareness among the students about environmental problems but whether this has created in them an urge for solving such problems or for doing their mite towards solving them is questionable.

Just having environmental studies in the school curriculum does not lead to the inculcation of environmental awareness ability among the students. This ability depends largely in the way environment education is taken up in schools following the Bihar board, CBSE and ICSE board irrespective of being a private or a Government Institution. It also depends on the different types of activities like literary programmes (e.g. essay writing, composition of poems related to nature, article writing, school magazine, caption writing etc.) activities associated with environment related school and non-school organizations (e.g. green club, eco club, taru mitra etc.) programmes with

student initiative (e.g. keeping the class room/ school campus clean, use of re-cycle bin, use of paper bags instead of plastic bags etc.) Co-curricular activities including the celebration of important earth days (e.g. earth day, ozone day, van mahotsava etc.), that are organized from time to time and the extent of student involvement in these activities. A two year long study conducted by the Pune-based Bharati Vidyapeeth Institute for Environmental Education and Research (BVIEER) reported in November 2003 that there is lack of holistic approach that integrates teaching of environmental concepts into real life experiences in schools. Unless environmental education imparted in schools becomes a part of comprehensive educational process and there is a whole school commitment to plan and integrate it with the teaching learning process, it is really difficult to develop the environmental awareness ability among the students.

So it becomes imperative to ascertain the environmental awareness ability of students' in different schools to study the present scenario of environmental education.

The present study has been under-taken under the formal title, '**RELATIONSHIP BETWEEN DIFFERENT TYPES OF SCHOOLS AND ENVIRONMENTAL AWARENESS ABILITY OF STUDENTS**'.

The study was done keeping the following objectives in mind.

1. To find out environmental awareness ability of students of different types of schools.
2. To determine the difference in environmental awareness ability of students of different types of schools.
3. To find out the different programmes related to environmental awareness run by different types of school.

4. To ascertain the percentage of students participation in these programmes.
5. To determine the difference in the environmental awareness ability of students of schools running different environmental awareness programmes.

Research Hypotheses :

Objectives numbers two and five were concerned with the Board wise difference in the Environmental awareness ability. The hypothesis proposed for the achievement of this objective was—

H₂:- There is a significant difference in the environmental awareness ability of students of different types of schools.

H₅:- There is a significant difference in the environmental awareness ability of students of schools running different environmental awareness programmes.

Methodology of the study :

This study was carried out on the students of 9th and 10th class of the different Boards viz Bihar Board, C.B.S.E. Board and I.C.S.E. Board. Incidental sampling technique was used to draw a suitable sample of the required size.

Sample Size :

Sl. No.	Name of Board	Sample size	IX class students	X class students
1	Bihar Board	50	25	25
2	C.B.S.E.	50	25	25
3	I.C.S.E.	50	25	25

Results :

Since, the study has a scientific base; a systematic approach was required for tabulating, classifying, analyzing and interpreting the data. Systematic tabulation and classification is pre-requisite for the scientific analysis and objective interpretation. Therefore, the data has been

processed and tabulated as per the objectives of the study.

The main results of this investigation are as follows:

Result related to environmental awareness ability of different types of schools

The analysis revealed that there is a difference in Environmental awareness ability of different types of schools viz. Bihar Board, C.B.S.E. Board and I.C.S.E. Board.

Table -1 : Mean, S.D. and t-ratio for Awareness scores of students of CBSE and ICSE boards

Board	Mean	S.D.	t-value	Inference
C.B.S.E.	38.10	9.45	1.54	Not Significant
I.C.S.E.	32.80	9.10		

The difference with awareness ability between the ICSE and CBSE students was not significant at 0.05 level of confidence.

Table - 2: Mean, S.D. and t-ratio for Awareness scores of students of CBSE and Bihar boards

Board	Mean	S.D.	t-value	Inference
C.B.S.E.	38.10	9.45	6.91	Significant
Bihar	25.80	8.25		

The mean difference of 12.30 in the awareness ability between the CBSE and Bihar boards students showed the t-value to be at 6.91 which was significant at 0.05 level of confidence.

Table -3 : Mean, S.D. and t-ratio for Awareness scores of students of ICSE and Bihar boards

Board	Mean	S.D.	t-value	Inference
ICSE	32.80	9.10	4.03	Significant
Bihar	25.80	8.25		

The mean scores of the awareness ability between the ICSE and Bihar boards was 32.80 and 25.80 respectively. This showed a difference of 7.00 with a t-value of 4.03 which was significant at 0.05 level of confidence.

Result related to programmes of environmental awareness run by different schools

Analysis of responses concerned with the second questionnaire showed that there were a number of programmes run by the schools which increase the Environmental awareness ability of students. All these programmes can be classified under four categories:

- Literary Programmes
- Organisation
- Programmes with students initiative
- Co-curricular activity

Result related to percentage of students participation in different programmes

When the data were analyzed, it was found that the percentage of students' participation in different programmes was maximum in C.B.S.E. Board and it was found least in Bihar Board but there is an average participation of students of I.C.S.E Board.

Table - 4 : Percentage of student participation in environmental awareness programmes

Types of programmes	CBSE Board	ICSE Board	Bihar Board
Literary	73.66	68.67	56.45
Organization	70.00	46.00	36.23
Programmes with student's initiation	63.33	62.23	48.87
Co-curricular activity	50.50	53.50	29.47

Result related to environmental awareness ability of students' of schools running different environmental awareness programmes

When the data were analyzed, it was found that there was a significant difference among the mean Environmental awareness ability scores of different levels of students of different Boards. It can be stated that there is real difference in the Environmental awareness ability of different levels of students of different Boards.

Conclusion :

On the basis of this study it can be concluded that there is a difference in the Environmental awareness ability of students of the different Boards, viz. Bihar Board, C.B.S.E. Board and I.C.S.E. Board, though there is less difference in C.B.S.E. Board and I.C.S.E. Board and vast difference in Bihar board in comparison to C.B.S.E Board and I.C.S.E Board. Therefore, it can be said that the environmental awareness ability of the students of ICSE and CBSE is more than the students of Bihar Board.

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