



Evaluation Of Perceptions And Awareness Of Secondary School Students About Environmental Education With Special Reference To Hooghly District, West Bengal

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ABSTRACT:

The environment includes the external physical, biological, and social systems that humans encounter. The environment as a whole is a complex system. Environmental education, either from or for the environment, has almost uniformly been associated with the three techniques that have contributed to the current article. Learning about, in, and about the environment is referred to as environmental education. Environmental Education (EE), Environmental Study (ES), and Environmental Approach (EA) are frequently used in relation to the environment and education. This article highlights about the perceptions and awareness of secondary school students about Environmental Education (EE) with special reference to Hooghly District, West Bengal.

Keywords: Perception, Awareness, Students, Education, Hooghly.

INTRODUCTION:

Environmental education aims to increase public understanding of the issues facing this area and potential solutions, as well as to lay the groundwork for people to take an active role in environmental protection and the wise and responsible use of natural resources [1-3]. In addition to the connections between population, industrialization, pollution, resource allocation and depletion, conservation, transportation, technology, energy, and urban and rural planning, environmental education focuses on how man interacts with his natural, social, and man-made environments [4-5]. In this context, the nexus of environmental education is multidisciplinary in nature, and its essence is a commitment on the part of all, on the part of us who inhabit this planet earth, to prevent degradation of the air, water, land, and physical and social environment, including interrelationships between people, in order

to prevent a nuclear war, chemical warfare, or any other cataclysm caused by man from destroying the world [6–8].

OBJECTIVE:

The main objective of the research was to perceptions and awareness of secondary school students about environmental education in Hooghly district, West Bengal.

HYPOTHESIS:

¹H₀: There will be no significant differences between the perceptions and awareness of students about environmental education belonging to different type of schools in Hooghly district of West Bengal.

RESEARCH METHODOLOGY:

Area of the Study:

Tarakeswar and Arambagh blocks of Hooghly District are purposively selected for area of the study.

Universe of the Study:

All the enrolled students of secondary schools of Tarakeswar and Arambagh blocks were the universe of the study.

Unit of the Study:

Each respondent was the unit of the study.

Sampling Design:

Two blocks were selected from Hooghly district of West Bengal. All the Secondary schools in each block were grouped into a cluster. Two clusters were formed from each block. Five Secondary school were selected from random clusters. From each school 10 students were selected from each class from 7th to 10th. In overall 400 students were selected totally. Details about the sample are given in the table 1 below:

Table No. 1: Area wise distribution of sample

S. No.	Areas	Name of Sample	Number of samples
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1	Tarakeswar & Arambagh	Students	400
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Tools Used:

- Environmental Awareness Test for Teachers (EATT)
- Environmental Awareness Scale (EAS)
- Reaction Scale for Teacher, Students and Parents Towards Environmental Education

Selection of Schools:

Table 2: Details about Name of Blocks, Number of schools selected from each block, students

Name of Block	No. of School in each block	No. of Students
Tarakeswar	26	218
Arambagh	15	182

Table 3: No. of students from different types of school

Govt. school	Private school
205	195

Collection of Data & Statistical Techniques:

The field work conducted for collection of data was carried out in two phases. The investigator had to visit the seven blocks of the district. Since most of the areas under investigation were not approachable with good roads, the investigator had to move on foot in order to up- date the qualitative data. The statistical techniques were used in the present study for analyzing the data. For analyzing the data; Percentage, Mean, S.D. 't'- test and chi-square test, Anova and F-test were used.

Analysis of Data: After editing the answer sheets, the appropriate statistical techniques were employed for describing the data, analyzing the same and later for testing the hypothesis. Two types of statistical applications are relevant namely Descriptive analysis of data and Inferential analysis of data.

RESULTS AND DISCUSSION:

To study the perceptions and awareness of secondary school students about environmental education in Hooghly district of West Bengal, the data were analyzed by using t-test followed by F-value. The t-values are compared by the mean variance within and among the group. Details are given in table no. 4, 5 and 6.

Table No. 4 Environmental Awareness Score of students on EAS

1,2	N	Mean	Std. Deviation	Std. Error Mean
O_Score Arambagh	182	62.08	22.945	1.701
Tarakeswar	218	63.26	22.407	1.518

*O_Score= Overall environment awareness score

Table No. 5 Independent t-value of Environmental Awareness Score on EAS

	Levene's Test for Equality of Variances		t-test for Equality of Means				
		Df	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
		Lower	Upper	Upper	Lower	Upper	Lower

O_Score Equal	.292	398	1.185	2.275	5.656	3.287
variances assumed Equal variances not		381.985	1.185	2.279	5.666	3.297

*O_Score= Overall environment awareness score

NS. Non-Significant

* Significant at 0.01 Level

** Significant at 0.05 Level

From table no. 5, it can be seen that, t-value was not found significant ($t = .292$, $df = 1/398$) on/of the environmental awareness score of secondary school students in Hooghly district of West Bengal State. The mean values for environment awareness score Tarakeswar area students is 63.26 and for Arambagh is 62.08, shows no significant difference for overall environmental awareness score on the basis of the area. Thus, the null hypothesis, namely 'There will be no significant difference between the perceptions and awareness of secondary school students about environmental education in Hooghly district of West Bengal' is rejected even at 0.01 and 0.05 level.

Table No. 6 F-value of Environmental Awareness Score of students on EAS

O_Score	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	139.178	1	139.178	.271	.603
Within Groups	204239.019	398	513.163		
Total	204378.197	399			

NS. Non-Significant,

* Significant at 0.01 Level

**** Significant at 0.05 Level**

Table no. 6 shows about the F-value on/of the environment awareness score of secondary school students in Hooghly district of West Bengal State. The F-value found .271 with degree of freedom 1/398, which is not significant even at 0.05 levels against table value. The sum of squares between the group is 139.178 and within the group is 204239.019. It means the formulated null hypothesis is accepted as “There will be no significant difference between the perceptions and awareness of secondary school students about environmental education in Tarakeswar and Arambagh blocks of Hooghly district of West Bengal.”. Both the t-test value and followed by F-value through ANOVA test accepted the formulated hypothesis against the objective three of the study. It showed, that in both the blocks perceptions and awareness of secondary school students towards environmental education not differing each other.

Findings:

It is found that, in both the blocks (Tarakeswar and Arambagh) of Hooghly district of West Bengal perceptions and awareness of secondary school students towards environmental education not differing each other.

CONCLUSION:

The F-value found .271 with degree of freedom 1/398, which is not significant even at 0.05 levels against table value. The sum of squares between the group is 139.178 and within the group is 204239.019. It means the formulated null hypothesis is accepted as “There will be no significant difference between the perceptions and awareness of secondary school students about environmental education in Tarakeswar and Arambagh blocks of Hooghly district of West Bengal.”. Both the t-test value and followed by F-value through ANOVA test accepted the formulated hypothesis against the objective three of the study. It is found that in both the blocks perceptions and awareness of secondary school students towards environmental education not differing each other. Understanding and appreciating how man interacts with his cultural and biophysical environment requires developing the knowledge, attitudes, and skills that environmental education aims to provide. Additionally, environmental education involves developing a personal environmental code of conduct and practicing making decisions [9–10]. A strategy for attaining environmental preservation objectives is environmental education. Instead of being treated as a distinct branch of science or academic discipline, environmental education should be practised in accordance with the idea of lifelong holistic education.

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