

Environmental Attitude of School Students

Dr.D.Ponmozhi¹, S.Krishnakumari²

¹*Principal, O.P.R. Memorial College of Education, Vadalur, Tamilnadu, India.*
²*M.Ed., student, O.P.R. Memorial College of Education, Vadalur, Tamilnadu, India*

ABSTRACT: In this study the environmental attitudes of the school students of Cuddalore District in Tamilnadu were focused. 200 samples were collected from random sampling technique. A Normative survey method was utilized. This study is proposed to find out the levels of environmental attitudes of students and if there is any significant difference between the selected pairs of sub-samples. High school students' environmental attitude: scale Developed by Ugulu,I., Sahin,M. &Baslar,S. (2013) used by the researcher. This study discloses that the majority of student's environmental attitudes were high. There exists no significant difference between sub samples. A stepwise regression was used to find factors contributing environmental attitudes of students. Among the 10 predictors 2 were found in the 2 step. The model was statistically significant and accounted for approximately 20% of the variance of environmental attitude. Inspection of the structure coefficient suggests that Medium of instruction is a strong indicator of emotional intelligence

Key Words: *Environmental Attitudes. Type of School, Gender, Age, Medium, Mother Qualification, Father Qualification, Parental Occupation, Parental Income, Family Members and Family Type*

I. INTRODUCTION

Environment is an indicator of national health. We utilize the environmental resources for the benefit of the human welfare. The exploitation of the environment may result in deficit in availability of resources. Scarcity of resources develops Unhealthy citizens. An attitude is a feeling, opinion and activity towards environment. Environment attitude means how children and feeling, acting and giving opinion their environment. It is the duty of the student develop positive attitude towards environment. The knowledge of environment creates better attitude towards environment where they are living. The students should develop environment friendly attitude and practice during their lifetime. So it is essential to assess the environment attitude among the school children

II. NEED FOR THE STUDY

Students' knowledge and awareness of environmental issues has become central aim of science education now. Students should know environmental issues and develop attitudes to the issue of environmental protection. Multiplicity in human ethnicities, philosophical directions and spiritual and religious approaches, may lead to diverse opinions of nature and the environment, and consequently to various attitudes towards the environment. Knowledge of relationships between the attitudes that people have towards the environment helps the student to improving the pupil's attitudes towards nature. The main purpose of this study is to investigate the environmental attitudes in the school children and its influencing conditions. The knowledge about environment gives a positive attitude towards environment. Those who are exposed to environmental knowledge may product the environment and safeguard environment. The protection and conservation of environment is in the hands of citizen in the nation. The students are the future nation. So the researcher wants to study Attitude towards Environment among School Children.

Objectives

- 1 To assess the environmental attitude of students.
- 2 To find the relationship between subsamples and environment attitude of students.
- 3 To find the predictors of environment attitude of school children.

Hypothesis

1. The school children attitude towards environment is high.
2. There is no significant relationship between subsamples and environmental attitude among school children.
3. There is no predictor of attitude towards environment among school children.

III. MATERIALS AND METHODS:

A Normative Survey Method has been applied in this current examination. By using Random Sampling Technique 200 students were selected from Cuddalore District in Tamil Nadu. **High school students' environmental attitude: scale** Developed by Ugulu,I., Sahin,M. & Baslar,S. (2013) will be used by the researcher. It contains 35 items in four dimensions. They are Environmental awareness(15), Attitudes towards recovery(8), Attitudes towards recycling (5) and Environmental consciousness and behavior(7).The maximum score indicates high environment attitude and minimum score indicates low environment attitude. The reliability and validity of the scale is **0.80 and 0.89** respectively.

IV. ANALYSIS AND ITERPRETATION

The researcher used descriptive, differential and regression analysis to prove or disprove the hypothesis through **IBM SPSS19**.

Table-1 Percentage analysis of environmental attitude score of the total sample

S.No	Environmental attitude	Score	Percentage
1	Very Low	0-35	0
2	Low	36-70	0
3	Moderate	71-105	12
4	High	106-140	82.5
5	Very high	141-175	5.5

The above table-1 shows that 82.5% of student's Environmental attitude is y high and 3% of student's Environmental attitude is very high.

Table 2. Mean and standard deviation of environmental attitude of Total sample.

Variable	Mean	N	SD
Environmental attitude	120.29	200	12.60

The above table-2 shows the mean score and standard deviation of Environmental awareness of students, which are found to be **120.29**and **12.60** respectively. It is concluded that the student's Environmental attitude is very high.

Table.3.Deferential Analysis Of Environmental attitudeof students

S.No	Variables	Mean	SD	t/f	Result	
1	Type of school	Government	114.54	10.77	-3.97	NS
		Aided	122.31	12.60		
2	Gender	Male	117.70	15.65	-1.05	NS
		Female	120.63	12.16		
3	Age	13-14	119.75	12.82	-1.30	NS
		15-16	122.75	11.41		
4	Medium	Tamil	117.50	10.98	-6.71	NS
		English	130.79	12.90		
5	Mother Qualification	School Education	119.61	12.36	1.04	NS
		College Education	124.83	14.65		
		Illiterate	120.88	12.71		
6	Father qualification	School Education	119.76	11.91	.45	NS
		College Education	122.41	17.16		
		Illiterate	120.73	12.16		
7	Parental Occupation	Private	118.92	12.48	1.88	NS
		daily wages	117.71	12.66		
		government	126.80	10.10		
		farmer	121.05	12.62		
8	Parental Income	1-10000	120.81	12.84	.95	NS
		10001-20000	117.83	11.35		
		20001-30000	127.67	8.02		
		30001-40000	118.50	24.75		
9	Family members	Up to five	121.19	13.19	1.73	NS
		Up to nine	117.67	10.38		
10	Family Type	Nuclear family	120.40	12.87	.26	NS
		Joint family	119.82	11.57		

An independent sample t-test showed (table-3) that the difference in score between Government and aided school student is statistically **not significant**. The difference in score between male and female students is statistically **not significant**. The difference in score between different age group of students is statistically **not significant**. The difference in score between Tamil and English medium students is statistically **not significant**. The difference in score between students with different mother's qualification is statistically **not significant**. The difference in score between students with different father's qualification is statistically **not significant**. The difference in score between students with different parental occupation is statistically **not significant**. The difference in score between students with different parental income is statistically **not significant**. The difference in score between students with different family member is statistically **not significant**. The difference in score between students with different family type is statistically **not significant**.

Model	B	Std. Error	Beta	Pearson r	Sr ²	Structure Coefficient
(Constant)	98.291	3.579				
Medium of instruction	11.833	2.056	.383	.431	0.133	0.947
School type	4.414	1.909	.154	.271	0.022	0.596
Note. The dependent variable	Environmental Attitude.				R ² =0.207	AdjustedbR ² =0.199
sr ² is squared semi-partial correlation.			* p < .05			

The prediction model contained two of the Ten predictors and was reached in two steps with 8 variables removed. The model was statistically significant, $F(2, 197) = 127.171, p < .001$, and accounted for approximately 20 % of the variance of Environmental Attitude ($R^2=0.207$, Adjusted $R^2=0.199$). Environmental Attitude is primarily predicted by the lower levels of School type, and to the lesser extent by the higher levels of Medium of instruction. The raw and standardized regression coefficient of predictors together with their correlation with Environmental Attitude, their squared semi-partial correlations, and their structure coefficients are shown in table-4. The Medium of instruction received the strongest weight in model followed by School type. School type received the lowest weight of the two weights. With the sizeable correlations between the predictors, the unique variance explained by each of the variables indexed by the squared semi-partial correlation was relatively low: The Medium of instruction and School type uniquely accounted for approximately 13% and 2% of the Environmental Attitude. Inspection of the structure coefficient suggests that, the **Medium of instruction** was relatively strong predictor of Environmental Attitude, and **School type** was a **moderate predictor** of Environmental Attitude.

V. CONCLUSION

Any other personal variable is significantly related to the Environmental attitude of the students. The regression analysis shows approximately 20 % of the variance of Environmental Attitude caused by personal variables like Medium of instruction and School type. Attitude towards environment can be nurtured in the school environment through curricular and co-curricular activities. Certain schools are giving importance to the environmental attitudes and rest of them is not giving importance. English medium schools are also giving importance to the environmental attitudes. Environmental attitude should be created in the young minds of pupils during the earlier years of study. So that schools can develop **Ecofriendly citizen** in future.

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