

## A STUDY OF ENVIRONMENTAL AWARENESS AMONGST THE VIII STD. STUDENT OF SSC BOARD

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### **Abstract :**

*Environment pollution occurs when impure or harmful substances are released into the environment, either towards the Air, Water, Land and others. This is because rapid industrialization and urbanization have contaminated both air and water. And we know that air and water are the most essential needs of humans. All the various types of pollutions effect on humans. That's why there is need to create Environmental awareness among every citizen.*

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**Key Words : Environmental awareness.**

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### **Introduction :**

Environment means the surrounding external conditions influencing development or growth of people, animal or plants, living or working conditions and pollution refers to the contamination or poisoning of the environment. Unfortunately, now a days, environment pollution has become part and parcel of modern-day-living. Environment pollution occurs when impure or harmful substances are released into the environment. Recent surveys have shown that the main sources of pollution in our country are industries, vehicles, Oil spills, pesticides and other plants, Factories release harmful gases into atmosphere there by polluting the air we breathe. There are various types of pollution i.e. Water pollution, Conventional classical pollution, Non-conventional pollution, Thermal pollution, Land soil pollution, Solid waste, Pesticide pollution, Radiation pollution, noise pollution, air- local and regional, Global pollution etc. All such

pollutions, effect on humans. That's why there was need to study 'Environmental pollution to create Environmental awareness among the students of secondary school. But now our government compelled to have environment Education as a compulsory subject at all level. That has helped not only creating awareness but it has helped to create an attitude of caring and sharing of natural resources in the minds of those children who are the future citizens of our country.

**Statement of the Research problem – A study of Environmental Awareness amongst the VIII std. students of S.S.C. Board.**

**Objectives of the study :**

1. To find out the level of environmental awareness amongst the students of VIII std.
2. To find out the level; of Environmental awareness amongst boys of VIII std.
3. To find out the level of environmental awareness amongst girls of VIII std.
4. To compare the level of Environmental awareness between boys and girls of VIII std.

**Variables :**

- **Dependent variable** – Environmental awareness.
- **Independent Variable** – Students of VIII std.
- **Hypothesis** – If students know the need and importance of environmental education then environmental awareness can be created.
- **Limitations of the research study.**
  1. The study was restricted only to the students of VIII std. of secondary schools.
  2. The students of Dhule city were selected only.
  3. Two secondary Schools having S.S.C. Board syllabus were selected.
  4. Boys and girls from VIII std. Classes were selected by random sampling.
  5. The students of VIII std. divisions from two schools were selected for the study.

**Research method :**

Survey research method was followed.

**Sample selection :**

From two schools two divisions from each school were selected by random sampling. Total number of boys were 159 and the girls were 81. Thus total sample was of 240 students.

**Research tool :**

Teacher made questionnaire was administered after validation of the test from the experts in education field. It consisted total 30 questions which was based on four point rating scale.

**Data Collection and interpretation :**

The data collection for the present study was completed in a span of one month. The respondents were from two different schools studying in VIII std of S.S.C. board. Both the schools did not have environmental issues as a study subject until the 9<sup>th</sup> std. So the students did not have formal training of the issues discussed in the environmental awareness test. Total number of sample selected was 240. out of which girls students were 81 and boys students were 159. The test which was prepared by the researcher herself, was validated by the experts of education faculty. It was administered under her own observation, Then it was assessed into frequency table mean and mode were then calculated.

As the test was four point scale, the scoring key was for always – scored 03, quiet often as 02, rarely as 01 and never as 0 (zero) Thus four point rating scale test was administered and then analysed.

Alongwith the test, personal data sheet was also given to the respondents. Demographics details of the respondents were collected by giving the students a personal data sheet at the beginning of the data collection. They were asked to fill in details in terms of their name, age, gender, standard, father's occupation, mother's occupation, mode of transport to and from the school to their residence.

The test consisted of 30 questions. The data collected was tabulated below as per given options A, B, C & D.

No.	A	B	C	D	Total	Mean	Mode
1	16	28	154	42	240	1.93	2
2	180	13	09	38	240	2.4	3
3	29	50	91	70	240	1.84	2
4	145	35	24	36	240	2.2	3
5	183	26	19	12	240	2.58	3
6	04	14	42	180	240	2.66	3
7	77	63	60	40	240	1.74	3
8	78	35	27	100	240	1.38	-
9	63	29	34	114	240	1.17	-
10	73	61	58	48	240	1.66	3
11	192	15	18	15	240	2.06	3
12	13	30	50	147	240	2.38	3
13	45	10	27	158	240	0.76	-
14	73	28	46	93	240	1.34	-
15	77	72	50	41	240	1.77	3
16	64	51	41	84	240	1.4	-
17	46	69	63	62	240	1.41	2
18	84	46	52	110	240	1.7	3
19	113	52	55	20	240	2.08	3
20	89	39	48	64	240	1.64	3
21	46	36	34	124	240	1.98	3
22	84	51	39	66	240	1.64	3
23	91	32	48	69	240	1.6	3
24	51	31	74	84	240	1.2	-
25	116	31	63	30	240	1.97	3
26	100	37	54	49	240	1.78	3
27	172	25	18	25	240	2.43	3
28	132	51	36	21	240	2.23	3
29	52	30	49	109	240	1.1	-
30	52	31	49	188	240	1.28	-

Genderwise Distribution of 30 answers as per the Score 0, 1, 2, 3, is shown  
in the following Table.

Q. No.	Score 0		Score 01		Score 02		Score 03		Total
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
1	05	11	11	17	51	103	14	28	240
2	14	24	3	6	6	7	58	122	240
3	8	21	15	35	35	56	23	47	240
4	6	30	8	16	9	26	58	87	240
5	8	4	5	14	7	19	61	122	240
6	2	2	7	7	15	27	57	123	240
7	16	24	15	45	19	44	31	46	240
8	41	59	4	23	8	27	28	50	240
9	41	73	11	23	8	21	21	42	240
10	16	32	15	43	21	40	29	44	240
11	4	11	4	14	3	12	70	122	240
12	2	11	10	20	12	38	57	90	240
13	56	102	7	20	5	5	13	32	240
14	35	58	12	34	8	20	26	47	240
15	13	28	18	32	19	53	31	46	240
16	30	54	11	30	13	38	27	37	240
17	19	53	29	34	20	49	13	33	240
18	15	43	17	35	16	30	33	51	240
19	02	18	19	36	16	36	44	69	240
20	25	39	14	34	13	26	29	60	240
21	09	37	15	21	10	24	47	77	240
22	27	39	12	27	13	38	29	55	240
23	20	49	16	32	12	20	33	58	240
24	24	60	34	40	09	22	14	37	240
25	10	20	18	45	12	19	41	75	240
26	14	35	14	40	14	23	39	61	240
27	04	21	04	14	07	18	66	106	240
28	04	17	14	22	12	39	51	81	240
29	35	74	17	32	12	18	17	35	240
30	25	63	14	35	23	28	19	33	240

**Conclusion :**

1. The level of Environmental Awareness is relatively equal.
2. Though the students do not have environmental studies as a subject in the curriculum till their eight standard, the awareness is moderate and motivating them will help to create more awareness.
3. Only the questions no. 8, 9, 13, 14, 16, 24, 29 and 30 answers showing low awareness. Thus enriching their knowledge in the following areas will help to create and develop environmental awareness.
4. The gender difference showed had no special difference in the environmental awareness.

Thus the data showed that the awareness level amongst the students is more than average and a little boost will help to achieve the goal of environmental awareness.

**Recommendations :**

1. Along with the text book, students must be encouraged for various small project such as cleanliness.
2. The live projects like solar batteries in school and water purification projects will help the students to understand various environment friendly technologies.
3. Short films, road shows, Power point presentation, field trips documentary films will help the subject be more likable at students end.
4. Tree plantations, writing slogans, celebrating environment days, holding competitions – Painting, essay writing, preparing slogans etc. had to be given more importance so as to create environment awareness.

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