

Attitude of degree and B. Ed. College Students towards Environmental Pollution

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ABSTRACT

Man is himself responsible for the environment pollution because he has violated the laws of nature. The industrialization has increased production but the industries either bigger or smaller have added to pollute the environment. Environmental pollution causes deterioration in the quality of ubiquitous resources like land, water and air and we all are part of the environment directly or indirectly and we all are effected by it or effected it by various means. To study this, a research work was done to see attitude of degree and B. Ed. college students towards environmental pollution. Sample was consisted of 120 studnets of Abohar Tehsil (Panjab) Environment pollution scale by Dr. M. Rajamanickam was used to collect data. Mean, S. D. SE_D and t ratio were used as statistical techniques. The findings of the study revealed that there is no significant difference between the attitude of male students of degree and B. Ed. Colleges, female students of degree and B. Ed. colleges, arts students of degree and B. Ed colleges but significant difference was found out between science students of degree and B. Ed colleges.

Key words:- Environmental Pollution, Attitude, Degree and B. Ed. College Students.

INTRODUCTION

The environment means the surrounding areas. A person, animal or plant lives in an environment. Our life originates in the environment, so we want to care for it and conserve it so that our succeeding generations derive the same benefits that we have got in our lifetime. More importantly how we act now will not only determine our future, but will affect the future of every living thing currently present. This puts a heavy responsibility on us.

ENVIRONMENT POLLUTION

Man is himself responsible for the environment pollution because he has violated the laws of nature. He has done cruelty not only to the natural objects but also to that entire animal which help to control pollution. The industrialization has increased production but the industries either bigger or smaller have added pollution to the environment. The information technology especially the mobile communication system, loud speakers add to the noise pollution.

Environment pollution is on the increase and is increasing due to the industrializations and urbanization. Environment pollution can also be expressed as “the unfavorable alterations of our surrounding wholly or largely as a byproduct of man’s action through direct indirect effects of changes in energy patterns, radiation levels, chemical and physical constitution abundances of organisms”.

We can also define the word pollution as contamination of air, water or soil with undesirable amount of pollutants or heat. The substances, which cause pollution or contamination, are called as pollutants.

Environment pollution causes deterioration in the quality of ubiquitous resource like land, water and air because all the factors, which lead to causing environmental pollution, contribute in same way or the other in degrading the quality of these resources.

Shahnwaj (1990) worked on the environment awareness and attitude (towards environmental issues) of secondary and higher secondary school teachers and students at Udaipur. He found a very high level of awareness on the part of teachers and students regarding the environment and this was more in the urban than in the rural areas.

Rath, and Mohanty, (1992) conducted a study on “Awareness of adolescents on Environmental pollution “ showing the difference between school going and non-school going adolescent with respect to their awareness pollution. They found that there was no significant relationship of family type (Single or nuclear family) with the awareness on environmental pollution.

Gakhar, Kalra, and Saini, (1993) Conducted a study on “Environmental pollution awareness among urban rural school going youth in relation to intelligence. ” And found that urban students’ score is better on environmental pollution awareness scale as compared to rural group as t-ratio between two groups is significant at .01 level (t=20.81) Similarly, gender differences are significant, its awareness of Environment Pollution, (t-ratio=5.45)

Roli (1995) conducted a study on Environment awareness and attitude of teachers and students of high school in Jabalpur district (M. P) and found that the boys and girls differed significantly in environment awareness. In case of teachers the female teachers, were more aware than male teachers.

Kumar, P. Vasantha and Surendra, G(2002) conducted a study on “ Attitude of adult education organizers towards environment awareness and found that There is no significant difference between gender and age. Caste plays a prominent role in determining the environment awareness among the organizers. Educational qualifications and working experience are also has a prominent role in determining the environment awareness.

Kaur, Sukhdeep (2003) conducted a study “ To study the Attitude of Science and Arts students towards environmental pattern” and found that there is significant awareness between attitude of boys and girls towards environmental pollution. She further found that there is no significant difference between the attitude of science and arts students towards Environmental pollution.

NEED OF THE STUDY

We all are part of the environment directly or indirectly. We all are effected by it or effect it by various means. The study of the environment is as important as the other part of the life science. Environmental education is nothing but teaching of a man how to interact fully with the surrounding words, so as to improve his own inner worlds. Environmental education enables one to maintain his life. Thus in turn, helps in the protection of human race in the world. Environmental education means the generation of wide spread awareness about environment problems. Environmental education is not an easy task unlike other curriculum area the specific content has never well defined and to study this, there is need to see the attitude of students towards environmental pollution so that they should be careful in future.

OBJECTIVES:-

1. To study the difference between the attitude of degree and B. Ed. college students towards environmental pollution.
2. To study the difference between the attitude of male students of degree and B. Ed. college towards environmental pollution.
3. To study the difference between the attitude of female students of degree and B. Ed. colleges towards environmental pollution.
4. To study the difference between the attitude of science students of degree and B. Ed. colleges towards environmental pollution.
5. To study the difference between the attitude of arts students of degree and B. Ed. colleges towards environmental pollution.

HYPOTHESES

1. There is no significant difference in the attitude of degree and B. Ed college students towards environmental pollution.
2. There is no significant difference in the attitude of male students of degree and B. Ed. College towards environmental pollution.
3. There is no significant difference in the attitude of female students of degree and B. Ed. College towards environmental pollution.
4. There is no significant difference in the attitude of science students of degree and B. Ed College towards environmental pollution.
5. There is no significant difference in the attitude of arts students of degree and B. Ed College towards environmental pollution.

METHOD

Descriptive survey Methods was used.

SAMPLE

Sample of the present study consisted of 120 students (30 sciences and 30 arts were selected at B. Ed. College and 30 science and 30 arts were selected of degree colleges). Which were drawn randomly from Tehsil Abohar.

TOOL –USED

Environment pollution Attitude Scale by Dr. M. RAJAMANICKAM

STATISTICAL TECHNIQUES USED

To interpret the data collected for the present study the investigator has calculated different statistics namely mean, SD, SED and t-ratio.

RESULTS AND INTERPRETATION**Hypothesis No. 1**

There is no Significant difference between the attitude of students of degree and B. Ed. college towards environmental pollution”, t-ratio was calculated.

Table

Sr. NO	Group	No	Mean	SD	SED	t-ratio	Level of Significance
1	Students of Degree College	60	103. 8	14. 90	2. 38	0. 25	Not Significant at. 05 and. 01 Level
2	Students of B. Ed College	60	103. 2	11. 05			

Here we have taken standard value of t as our sample is more that 30) Since our t=0. 25 is less than 1. 96 as well as 2. 58, the obtained means difference must be marked not significant. The students of Degree and B. Ed. Colleges do not differ in their attitude towards environmental pollution.

HYPOTHESIS NO. 2

There is no significant difference between the attitude of male students Degree and B. Ed. College towards environmental pollution”, t ratio was Calculated.

Table

Sr. NO	Group	No	Mean	σ	SED	t-ratio	Level of Significance
1	Male Students of Degree College	30	98.5	9.25	2.53	1.22	Not Significant at. 05 and. 01 Level
2	Male students of B. Ed. College	30	101.6	10.36			

Since $t=1.22$ is less than 1.96 as well as 2.58, the obtained mean difference must be marked not significant. This shows that male students of Degree and B. Ed. Colleges do not differ in their attitude towards environmental pollution.

HYPOTHESIS NO. 3

To test the hypothesis that “There is no significant difference between the attitude of female students of degree and B. Ed. college towards environmental pollution”, t-ratio was Calculated.

Table

Sr. NO	Group	No	Mean	σ	SED	t-ratio	Level of Significance
1	Girls of Degree college	30	1409.1	17.4	3.79	1.10	Not Significant at. 05 and. 01 Level
2	Girls of B. Ed college	30	104.9	11.4			

Since $t=1.10$ is less than 1.96 as well as 2.58, the obtained mean difference must be marked not significant. This shows that female students of degree and B. Ed. college do not differ in their attitude towards environmental pollution.

HYPOTHESIS NO. 4

To test the hypothesis that “There is no significant difference between the attitude of science students of degree and B. Ed. college towards environmental pollution”, t-ratio was calculated.

Table

Sr. NO	Group	No	Mean	σ	SED	t-ratio	Level of Significance
1	Science students of Degree college	30	95.8	10.17	2.73	2.71	Significant at. 05 and. 01 Level
2	Science Students of B. Ed College	30	103.2	11.03			

Since $t=2.71$ is greater than 1.96 as well as 2.58 , the obtained mean difference must be marked significant. This means that science students of degree and B. Ed. College differ in their attitude towards environmental pollution.

HYPOTHESIS NO. 5

To test the hypothesis that “ There is no significant difference between the attitude of arts students degree and B. Ed. college towards environmental pollution”, t – ratio was calculated.

Table

Sr. NO	Group	No	Mean	σ	SED	t-ratio	Level of Significance
1	Arts students of Degree Colleges	30	111.85	14.6	3.34	2.54	Not Significant at .05 and .01 Level
2	Arts students of B. Ed colleges	30	103.3	11.06			

Since $t=2.54$ is more than 1.96 and less than 2.58 , the obtained mean difference is significant at one level. This means that arts students of degree and B. Ed. Colleges differ in their attitude towards environmental pollution at one level but not at other.

CONCLUSIONS

1. Significant difference between the attitude of Degree and B. Ed. College students towards environmental pollution is not noticed.
2. Significant difference between the attitude of male students of Degree and B. Ed College towards environmental pollution is not noticed.
3. Significant difference between the attitude of female students of Degree and B. Ed. College towards environmental pollution is not noticed.
4. Significant difference between the attitude of science students of Degree and B. Ed. College towards environmental pollutions is noticed. They have more awareness regarding environment pollution as many experiments, extensions lectures and camps are organized. They have enough time in their three years degree course as compared to B. Ed. course of 1 year.
5. Significant difference between the attitude of arts students of Degree and B. Ed. College towards environmental pollutions partially noticed.

EDUCATIONAL IMPLICATIONS

The study can aid the educational practices in following ways:-

1. The findings can help in assessing the level of environmental awareness among students.

2. The findings may help in framing school curriculum from environmental point of view.
3. Analysis of the results can help in identifying the groups and a strategy can be developed to motivate them.
4. The level of attitude of students towards environmental pollution can suggest us the activities that could be planned to promote sensitivity towards ecological sensibilities.

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