

**A STUDY OF ENVIRONMENTAL CONCEPT ACHIEVEMENT OF
XI CLASS STUDENTS OF ALMORA DISTRICT OF
UTTARAKHAND**

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Abstract

The present study is aimed at studying environmental concept achievement of XI class students of girls' senior secondary school of Almora district of Uttarakhand in context of their school type, academic stream, educational achievement, family type, parents' employment and caste. All students studying in XI class of Government and Semi Government Inter colleges of Almora district of Uttarakhand were considered as population and researcher adopted random sampling technique and total 120 students were selected as sample. The data grouped and analysed using mean, SD and 't' test. Findings revealed that the different variables had different impact on environmental concept achievement of girls' senior secondary students.

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INTRODUCTION

As astronauts took the first photograph of earth as seen from outer space, it can best be described as a worldwide environmental awareness movement burst upon the scene during two years, 1968 to 1970. During the 1970s, almost everyone become concerned about pollution, natural area, population growth, food and energy consumption and biotic diversity. The 1970s were frequently referred to as the “decade of the environment” initiated by the first “Earth day” on 22nd April 1970. It also had a profound effect on academics. Before 1970s, ecology was viewed largely as a sub-discipline of biology. Then in 1980s and 1990s, environmental issues were pushed into the potential background by concerns for human relations- problem such as crime, the cold war, the government budgets and welfare etc.. As we entered the early stage of the 21st century, environmental concerns are again coming to the forefront because human abuse of earth continues to escalate. (Odum, 1977)

Environment is the sum totals of all the objects, situations and the forces which surround the man and by which man’s activities are governed. In primitive society, all individuals needed to know their environment- that is, to understand the forces of the nature and the plants and animals around them to survive. The beginning of civilization infect, coincided with the use of fire and other tools to modify the environment. Because of technological achievements, human seems to depend less on the natural environment for their daily needs; many of us forget our continuing dependence on nature for air, water, and indirectly food, not to mention waste assimilation, recreation and many other services supplied by nature. Also, economic systems, of whatever political ideology, value things made by human beings that primarily benefit the individual, but they place the little monastery value on the goods and services of nature that benefit us as a society. Until there is a crises, human tend to take natural goods and services for granted; we assume they are unlimited or somehow replaceable by technological innovation, even though we know that life necessities such as oxygen and water may be recyclable but not replaceable. As long as the life support services are considered free, they have no value in current market system.(Odum and Odum, 2000)

It is necessary and demand of the present time that every individual must have awareness, knowledge and perfect understanding of their surroundings. As the young and growing generation is the backbone of the every nation so to make a perfect concept related with environment government of different nations have introduced environment as a interdisciplinary subject in the education system and in higher education most college now offer campus wide courses and have separate majors, departments, schools, centres or institutes of environment and of its sub branches. Now environmental education is becoming a tool to develop awareness, understanding and concept of physical and social environment in its totality, which is a way for implementing environmental protection.

Many researches have shown that an individual’s attitude, awareness, knowledge and understanding towards environment have a kind of correlation and in different ways these all

may influence individuals' environmental concept. There may be some other factors that may affect individuals' environmental concept and it may be a type of school administration from where the students are getting environmental education, their educational achievement or it may be their academic stream etc.. So, to develop environmental concept, it is necessary to know about the factors that influence environmental concept achievement of an individual.

STATEMENT OF THE PROBLEM:

A Study of Environmental Concept Achievement of XI class Students of Almora district of Uttarakhand.

NEED AND SIGNIFICANCE OF THE STUDY:

In the present time scientist are looking toward other planets to find a place for survival in the future time. As earth may face some serious issues in the future like non fresh air, water, food and carcinogenic sun rays etc. Now in many ways human has become anthropocentric and using all natural resources excessively without any sustainable development. This kind of attitude towards Mother Nature creating big problems like global warming, ozone layer depletion etc. and resulting ice melting of glaciers, flood, drought and disasters like the recent one of Uttarakhand. The greedy and destructive attitude of human carving big problems for present and mostly for future generation. So this is the time to develop a perfect environmental concept of an individual by which the planet can be protected. The emphasis must be on prevention and sustainable development rather than on treatment and students are the best medium to attain this goal.

OBJECTIVES OF THE STUDY:

1. To compare Environmental concept achievement of XI grade students on the bases of their school administration.
2. To compare Environmental concept achievement of XI grade students on the bases of their academic stream.
3. To compare Environmental concept achievement of XI grade students on the bases of their parent's occupation.
4. To compare Environmental concept achievement of XI grade students on the bases of type of their family they belong.
5. To compare Environmental concept achievement of XI grade students on the bases of their caste.
6. To compare Environmental concept achievement of XI grade students on the basis of percentage of marks they got in X grade.

RESEARCH HYPOTHESES:

1. There is no significant difference in environmental concept achievement of XI grade students on the bases of their school type.
2. There is no significant difference in environmental concept achievement of XI grade students on the bases of their academic stream.
3. There is no significant difference in environmental concept achievement of XI grade students on the bases of their parent's occupation.
4. There is no significant difference in environmental concept achievement of XI grade students on the bases of type of their family they belong.
5. There is no significant difference in environmental concept achievement of XI grade students on the bases of their caste.
6. There is no significant difference in environmental concept achievement of XI grade students on the bases of percentage of marks.

DEFINITION OF THE VARIABLES USED IN THE STUDY:

Environmental Concept Achievement: Environmental Concept Achievement is the achievement of understanding and awareness of physical and social environment of human in its totality.

XI grade Students: Students of class XI of government and semi-government girl's Inter college of Almora district.

Educational achievement: Students high school examination percentage was used to determine the educational achievement of population. On the basis of high school examination percentage the whole population was divided in two parts the one who got more than 60% marks and the another one who got less than 60 % marks in high school examination.

Caste: The Other Backward Classes, Schedule Tribe and Schedule Caste all were included in reserve category and General caste were included in unreserved category.

Family type: The students of both joint and nuclear family were included in this study.

DELIMITATIONS OF THE STUDY:

The problem was very vast and widespread. Because of some limitations like time, resource and labour etc. investigators had delimited it on specified area of investigation as:-

- The present study was conducted only in government and semi government schools of Almora district of Uttarakhand.
- The study was conducted on XI grade students of academic session 2013 only.
- Only Environmental concept achievement was measured in present study.

RESEARCH METHOD:

In the present investigation the normative survey research method was used.

POPULATION:

All students studying in XI class of Government and Semi Government Inter colleges of Almora district of Uttarakhand were considered as population of the present study.

SAMPLING AND SAMPLING TECHNIQUES:

Researcher adopted random sampling technique and selected two different Inter colleges from Almora district and total 120 students were selected as sample.

RESEARCH TOOL:

Researcher selected Environmental Concept Achievement for this study developed by Assistant Professor, Department Of Education, Bangalore University, Bangalore.

STATISTICAL DEVICE USED:

To analyse data, Mean, Median, Standard Deviation, Skewness, Kurtosis and t-test had been used.

ANALYSIS AND INTERPRETATION:

The collected data were scored, tabulated and analysed with the help of 't- test' in the light of the objectives of the study. The hypothesis wise analysed data can be concluded in the following manner:-

Table 1-

Mean environmental concept achievement score of XI class students of Government and Semi Government school of Almora district.

School type	Sample size	M	SD	t-value	Level of
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					significance
Gov. school	60	26.35	4.62	0.47	Not
Semi Gov. school	60	26.88	7.29		significant

The data mentioned in the table 1 shows that the students of XI class studying in Gov. and semi Gov. inter colleges did not differ significantly on their environmental concept achievement mean scores. Thus on the basis of their school management both sample groups were found almost similar in their environmental concept achievement scores.

Table 2-

Mean environmental concept achievement score of art and science stream students of class XI.

Stream	Sample size	M	SD	t-value	Level of significance
Science	60	30.25	5.73	7.47	0.01
Art	60	23.15	4.62		

The data mentioned in the table 2 shows that science students were found superior in their environmental concept achievement score than art stream students. The difference was found statistically significant at 0.01 level of significance.

Table 3-

Mean environmental concept achievement score of XI class students who got greater than 60% and lesser than 60% in high school examination.

Academic achievement	Sample size	M	SD	t-value	Level of significance
Greater than 60%	65	28.75	6.42	4.39	0.01
Lesser than 60%	55	24.27	4.95		

The data mentioned in the table 3 shows that the students of XI class who scored greater than 60% in high school examination were found superior in their environmental concept achievement score than the students who scored lesser than 60% in high school examination. The difference was found statistically significant at 0.01 level of significance.

Table 4-

Mean environmental concept achievement score of XI class students on the basis of their parents' employment.

Employment	Sample size	M	SD	t-value	Level of significance
Gov. employee	52	28.31	6.15	2.68	0.01
Non Gov. employee	68	25.37	5.76		

The data presented in the table 4 reveal that the students of XI class whose parents were working in a Government organization were found higher in their environmental concept achievement score than the students whose parents were working in a non-Government organization. The difference was found statistically significant at 0.01 level of significance.

Table 5-

Mean environmental concept achievement score of XI class students on the basis of their family they belong.

Family type	Sample size	M	SD	t-value	Level of significance
Joint	41	27.27	6.03	0.90	Not significant
Nuclear	79	26.01	6.36		

The data presented in the table 5 reveal that the students of XI class belong to joint family and nuclear family did not differ significantly on their environmental concept achievement mean scores. Thus on the basis of their family type they belong both sample groups were found almost similar in their environmental concept achievement scores.

Table 6-

Mean environmental concept achievement score of XI class students on the basis of their caste.

Caste	Sample size	M	SD	t-value	Level of significance
Unreserved	89	27.64	6.42	3.25	0.01
Reserved	31	23.87	4.65		

The data mentioned in the table 6 shows that the students of unreserved category were found superior in their environmental concept achievement score than the students of reserved category. The difference was found statistically significant at 0.01 level of significance.

FINDINGS AND CONCLUSION:

In the present investigation investigator studied environmental concept achievement of XI class student of Government and semi Government school of Almora district of Uttarakhand on the bases of some variables viz. school type, stream, academic achievement, Parents employment, family type and caste. The data were scored, tabulated, analysed and hypotheses were tested. The statistical analysis of the data provided the following findings and conclusions:

The students of Government and semi Government inter colleges were found almost similar in their environmental concept achievement.

Science students were found superior in their environmental concept achievement than art stream students.

Students who scored greater than 60% in high school examination were found superior in their environmental concept achievement than the students who scored lesser than 60% in high school examination.

Children of Government employee were found higher in their environmental concept achievement than the children whose parents were working in a non-Government organization.

Students belong to joint family and nuclear families were found almost similar in their environmental concept achievement.

Unreserved category students were found superior in their environmental concept achievement than reserved category students.

EDUCATIONAL IMPLICATION:

This study can be used in the field of education in following manner:

1. This study will help to foster new knowledge and action in the field environment and environmental education.
2. In respect to the awareness about environment this study will be very helpful for the society.
3. It will help policy makers in the development of curriculum.
4. This study will help in suggesting helpful and unhelpful aspects of environmental education at secondary and senior secondary level by which they can develop appropriate environmental concept.

5. This study will be very helpful for the researcher of this area specially in context of finding new problematic areas.

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