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DEMONSTRATING THE STATE OF MIND OF HIGH SCHOOL STUDENTS TO ENVIRONMENT AWARENESS

Demonstrating the State Of Mind of High School Students to Environment Awareness

Rajni Baghel¹ Dr. Rampal Singh²

¹Research Scholar, CMJ University, Shillong, Meghalaya, India

²Research Supervisor, CMJ University, Shillong, Meghalaya

Abstract – Inside this work in which it has been planned to demonstrate the state of mind of high school students to environment, evidence of the disposition of high school students in Nigde has been viewed as the situation matter. This investigation has the qualification of overview model and procedures of survey and perception have been utilized. The examination has been connected on people getting instruction High Schools in Nigde through 2010 to 2011 Education Year. Consistent with the conclusions of the examination; it has been viewed that the mentality of female understudies are higher in positive route than male people, the mentality of 10th review learners are higher in constructive route than 11th review learners, the mentality of Occupational and General high school students are higher in constructive route than the Anatolian high school students, the demeanor of learners having family that got instruction at grade school level are higher in constructive route than others.

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INTRODUCTION

Environment idea has the character of having an idea being outlined in distinctive significances and qualities. It has been assessed by being handled in diverse significances and aspects with different approaches. environment idea handled in social and psychical focus is crucial living space as far as both social and physical. Environment or living space is demarcated as the spot units that living creatures are limited with fundamental securities and being effected in different ways (Yıldız et al., 2000). environment in which human administer all his social, natural and compound exercises holds shallow soil effecting human and nature or non common vegetation close to the geography, hydrology-minerology (like water minerals and petrol) sources (Uşak, 2006). Environment is demarcated as each of the the things separated from single regarding earthy brain research (Sülün and Sülün, 2006). Inside this work, physical nature proclamation is kept tabs on.

Environment wonder contaminated and obliterated oafishly without appreciating the indispensable item and imperativeness of it throughout the chronicled period, is the investment of all people. With the intention that, earth is in the first request of individual significant diversions. It is the investment matter for the reason that it has hailed from the condition vitalizing human to the condition intimidating. Today, securing nature's turf essential for human essence is a standout amongst the most essential situations, maybe the first one.

Distinct needs to have a battle for survival in all dominions since conception. The battle is generally for securing the physical earth committing to surviving or ensuring and enhancing disturbed matters. Environment structured of air, water, soil essential for getting by since life commencement has been imperative throughout all times of existence and the vitality will proceed. Deteriation, eradication or contamination appeared to be in by and large issues like water, air, soil, backwoods, organic mixed bag; every one has essence criticalness, forced nations for intriguing with natural situations, advancing techniques for ensuring and enhancing earth and agreeable with, universally (Tecer, 2007). Environmental issue, the critical situation and occupation of this century, has the nature of being and universal situation today. Worldwide conglomerations underpinned by numerous nations point out environ-mental situations and search for result. Since, environmental problem has been a matter threatening human beings from birth to death without distinction in terms of language, religion and nationality. Solutions founded by all world cooperation will be more effective than individual efforts for this problem. Now, no country has the change to display insensitivity about this matter. Cooperation among countries far from each other has been a necessity for solution of these environmental problems.

The changes seem to be an environmental matter, though other matters have been felt all over the world. Environmental changes affect countries significantly directly or non-directly. The change at environmental factors effects individual life in the

same way. It can not be denied that it is very late for solution of environmental problem. Recognizing the negative changes about environmental conditions, that caused retardation for precautions lately. At this point, countries separate some part of their budget for coping with the changing of environmental conditions and environmental problems. But the easiest way of this solution is to bringing up individuals having environmental consciousness. Environmental education (EE) has an important role of gaining this responsibility (Erol and Gezer, 2006). Forming the sensitivity to the environment by aiming environmental protection, aiming environmental education is quite important. The aim of environmental education should be developing environmental consciousness by forming awareness about environment starting from pre-school period. Because, sensitivity and awareness about environmental approaches are aims and are quite important. Targets about environmental awareness aim to improve an awareness of individuals and social groups on environment and environmental problems. Beside, targets about approaches help to develop motivation and responsibility for composing a value system about environment and active participation to protect environment (UNESCO, 1978). Accepting environment matter as an important value developing consciousness of environmental responsibility among children from earlier ages has been compulsory. Hungerford and Volk (1990) define the individuals having environmental responsibility as ones contributing to protecting environment, having the capability of defining environmental problems and finding solution and participating actively in solution of environmental problems (Deniş and Genç, 2007). For doing all these and bringing up members of society as individuals having environmental responsibility, it is necessary to improve the consciousness that the environment is very important for survival of all beings.

It is thought that there is a close relationship between developing positive attitude towards environment and knowledge about environment. School has an important role in shaping these attitudes. This proposal implies that one has to have awareness and a body of knowledge about his environment and how to care about it (DiEnno and Hilton, 2005). In recent years, environmental Ozkan 155 sensitivity has been centered in the domain of environmental education by environment experts and it has been used within a sense of emphatic perspective into the environment (Kim, 2003). Developing environmental sensitivity among all human being can be actualized by a collective environmental education effort. Getting conclusion by symbolic studies only for adults or only for children does not seem possible. Initially, it must be struggled by educational organizations and by mass media. It must be started with pre-school institutions and on the other hand, adults should be educated. Especially the environment educations' getting place in pre-school educational program, being lectured among primary and high schools and focused on during other courses will be effective on developing positive attitudes. An individual who has a positive attitude towards an object tends to act positively, approach,

show concern for, support, and assist this object. An individual whose attitude is negative towards an object tends to be indifferent to it or alienate, criticize or even damage it (Aydin, 2000). The studies have indicated that there is a parallelism between how rich pre-school children's interaction with objects in their education atmosphere and what kind of perceptions they acquire about their environment (Elliot, 2003). So, it must be provided for younger children to get education nested with nature of get interaction with nature, frequently. Young children should benefit from educational approaches that use the natural environment as integrated context for learning and a greater emphasis could be placed on programming that integrates ecological concepts into educational structures (Lieberman and Hoody, 1998). Getting the interaction of younger children with environment to upper level is effective on their emotional development. Over, a pervasive disconnects between youth and nature threatens children's physical, social and psychological well-being (Coyle, 2005). Consequently, extrovert programs to provide students' opening up to nature by escaping of conviction to class should get place in preparing educational programs.

Out-of-school environmental education programs remain an appealing alternative to in-class science education. Non-formal programs provide children with a unique opportunity to experience substantial outdoor immersion and often influence affective development. Those benefits suggest that an expansion of the depth and scope of non-formal outdoor programs is necessary to achieve the long term goal of an environmentally literate population (Larson et al., 2010).

Apart from school education, family education is also effective on setting positive attitudes to be developed for individuals to environment and environmental problems. Child should comprehend the importance of home and the the environment around home as a living space since birth. Initially, parents and then other ones with whom child gets interaction with should have the specialty of being a model. It is not so difficult to teach something to somebody. But internalizing and behaving in this way is the most important point and problems are caused because of wrongs in this point.

The present study has been conducted on the students' ideas about environmental problems related to water, in order to obtain new insights in adapting Environmental Education. The following research question makes up the guiding framework. "What sort of representations relating to environment and its interactions do students construct and to what extent to these representations permit them to understand the complex environmental problems? The topic has been chosen for the following reasons:

- Environmental problems associated are serious and pressing and have to be dealt with immediately.
- Environmental awareness is probably the most common substance which students and everybody else come into contact with and use every day.
- Environmental unbalancing is responsible for the appearance of life on this planet and is irreplaceable.
- The multidimensional role of environment in nature and contemporary societies renders the teaching of relevant matters both complex and interesting.
- There are no relevant Environmental Education studies in India focusing on the recording and categorisation of student's ideas about water and complex environmental problems related to environment.
- On an international level we located a limited number of studies in which environment is approached from the point of view of separate science.

METHODOLOGY

The study was conducted at government and public schools in Jaipur area (Rajasthan), during the school year 1999-2000. Twelve complete classes of high school students (14 year of age) were randomly chosen from the schools in the area and comprised the total sample of 342 students (N= 342).

The schools were chosen from the Jaipur area because, due to the high population numbers, the problem of water supply is especially acute or will be in the future. Data were collected in 1999-2000.

The Test: The participating students completed a written questionnaire (test) consisting of thirty-four questions. The test was specially formulated to meet the needs of this research. Next, the test was pilot tested with 160 high school students.

A few questions were dropped and some were altered to be more comprehensible and easier to administer.

The final test included :

1. Open type questions-answers
2. Closed type questions-answers
3. Production of schema.

These questions were grouped according to the kind of relationships that they control, as follows:

1. "Environmental - Nature" (twenty questions). In this case, the distribution of questions was as follows: six questions dealt with relationships, "Environmental - Life", six questions dealt with relationships, and eight questions dealt with "Environmental Cycle".

2. "Environmental - Contemporary Society" (fourteen questions). In this case, the distribution of questions was as follows: seven questions dealt with knowledge about "The environmental problem in a contemporary city : Jaipur" (local level), seven questions were about "The Environmental balancing problem on the planet" (global level).

3. "Causal Relationships". Twenty out of thirty-four questions in the test examined the capability of high school students to construct causal relationships:

- Causal relationship of one link, [cause result] type
- Successive linear causal relationship of more than one link of the [1st cause _1st result = 2nd cause_2nd result = 3rd cause et seq.] type
- Complex causal relationships with retroaction (feedback), interaction and relationships of different levels.

The high school students getting education in Nigde through 2010 to 2011 education year compose the universe of this investigation. The 10th and 11th grade students of 4 occupational high schools, 4 Anatolian high schools and 4 general high schools compose the sample. 100 students from each school have been chosen by random sampling and totally 1073 students got involved in this investigation.

PURPOSE

Inside this work in which it has been intended to demonstrate the disposition of High School Students to environment, sign of the mentality of secondary school people in Nigde has been viewed as the situation matter. Through this point, the aforementioned concerns have been attempted to be answered;

1. What are the demeanor of High School Students to environment?
2. Is there any distinctions between evaluations on mentality of High School Students to earth?
3. Is there any distinctions between sexual orientations on disposition of High School Students to nature?

4. Is there any distinctions between School Types on demeanor of High School Students to nature?

5. Is there any distinctions between family training levels on disposition of High School Students to environment?

CONCLUSION

Inside this work in which it has been expected to demonstrate the disposition of High School Students to environment, the scale of the state of mind and know-ledge Aabout environment has been had an association with 1200 scholars from Anatolian, General and Occupational High Schools in Nigde and 1073 reaction have been assessed.

As per the conclusions of the examination; it has been demonstrated that the disposition of female scholars are higher in positive route than male scholars. As per our study Chu et al. (2007) have moreover demonstrated inside their research that sexual orientation is an imperative variable in all cate-gories for example information, mentality, abilities and conduct and stated that females have progressively information about environment and they have progressively capable conduct about environment.

An additional finish arrived at at length of this study is that there is a huge distinction wayer-ween reviews thus matures. In this way, the mentality of 10th review understudies are higher in positive route than 11th review understudies. Şahin and Erkal (2010) have additionally arrived at the comparative summation. Consistent with this examination, they showed that sixth evaluation learners have more inspirational mentality than seventh and eighth grade scholars. Anyway Atasoy and Ertürk (2008) reported a distinction between sixth review and eighth grade people' state of mind scale scores energetic about eighth review understudies. Figures like the socio-social environ-ment of learners, the qualification of training, the geology and the general charac-teristics of scholars incorporated in specimen assemble, instructor mentality could be adequate of structuring the aforementioned contrasts near explores.

One of the variables in which a trial has been made to show its impact on state of mind is family training level. It has been designated that understudies' demeanor separate regarding family training level. Results have indicated that the demeanor of people having folks at grade school graduation are higher in constructive path than others. Along these lines, it could be stated that the expanding of family training level has no impact on increment of mentality. Yet when the outcomes of scrutinizes identified with this field is examined and it has been distinguished that understudies having folks at college graduation have higher scores on disposition and learning in regards to environment. Chu et al. (2007) and Şahin and Erkal (2010) have additionally arrived at the same finish.

Examine from Musser and Diamond (1999) showed that just guardians who show concern for the environment can influence kids' demeanor firmly.

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