

**ATTITUDE TOWARDS ENVIRONMENT  
EDUCATION & THEIR IMPLEMENTATION IN  
SECONDARY SCHOOL'S**



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**INTRODUCTION**

Defining 'Environment Education' it is not an easy task unlike other curriculum areas, the specific content of environmental education has never been well defined. It is universally agreed, however, that environmental education should be interdisciplinary, drawing from biological, sociological, anthropological, economic and political and human resources. It is also agreed that a conceptual approach to teaching environmental education is best. The majority also agrees that Environment Education is the process of recognizing values and clarifying concepts related with environment and its problem in order to develop skills and attitudes necessary to understand surroundings. It also entails practice in decision making and self-formulating a code of behaviour about issues concerning environmental quality. The most prevalent opinion is that the Environment Education can be treated as 'Discipline' which heavily banks upon basics of existing subjects and such as Physics, Chemistry, Mathematics, Zoology and Botany. The opinion supports the training of specialists in environment education, which will be much needed for planning, management development and taking remedial steps for existing problems.

**STATEMENT OF THE PROBLEM**

"Attitudes towards Environment Education and their Implementation in Secondary Schools"

**DEFINITIONS OF IMPORTANT TERMS**

Attitudes – Freeman (1965) defined the attitude in following words: "An attitude is a disposition readiness to response to certain situations, person's objects in a consistent manner which has been learned and has become one typical made of response." Thurstone (1946) define and attitude: "As the degree of positive or negative affect associated with some psychological object." The concept of attitude is just as useful to the social psychological for scientific purpose. It is all of use for practical everyday purposes. In our daily life we find it necessary to assumes that people have attitudes. We could neither anticipates nor Understand one another behaviour whether in family of between nation's or group, if we did not make assumptions

about abeabitger's predisposition's to behave in one way rather than another. The concept of attitudes is nothing more than theoretical devices for taking note for this fact without making such inferences. Like many psychological variables, attitude is also hypothetical or latent variables rather than an immediate observable variable. In short we can say, "An individual's attitude involves a host of ideas, a complex of feelings and emotions, as well as a set of tendencies to act in a particular way." Environment Education, "It is a process to promote the awareness and understanding of the environment its relationship with man and his activities. It is also aimed at developing responsible action as necessary for preservation, conversation and improvement of the environment and its components."

**IMPLEMENTATION IN SECONDARY SCHOOL**

Education provides before matriculation for the duration of two years. In most countries Secondary Education begins approximately at the age of twelve or thirteen year. Implementation means to implement it in a school curriculum.

**OBJECTIVES**

1) To study the approach concerning Environment as a subject at secondary level. 2) To study the importance of the Environment at secondary level. 3) To study the difficulties faced by the students in studies of Environment. 4) To study the difficulties faced by the teacher regarding Environment Education. 5) To study the difficulties faced by the Head Master for the implementation of Environment Education in school.

**HYPOTHESIS REGARDING THE PROBLEM**

1) Environment education needs no amount because the base in Environment. 2) The working system is Environment for Environment Education. 3) The student's already know about Environment, so it is easy for teacher to teach. 4) Material is available regarding Environment Education. 5) In school there is no special subject on Environment Education though its contents are presents in curriculum. 6) Students know about pollution, the effect of population, and the factors responsible for pollution.

### **SCOPE OF PROBLEM**

The problem is related to all the schools in Amravati city. The name of the 20 schools is mentioned in Appendix No.1. Students belonging to secondary class 8<sup>th</sup>, 9<sup>th</sup> and especially 10<sup>th</sup> class are selected from the Research. The student's studying in these classes is around 14<sup>th</sup> to 16<sup>th</sup> year's age. They can understand and express their thoughts and difficulties. The student's faces difficulties about the concept of Environment Education because of no special subject is taught to him or her in the school. The teacher also faces difficulties. They are aware of the facts whether these difficulties are solved or unsolved. They have acknowledged about Environment and the book related to environment. The researcher had completed his research by providing questionnaires to schools Headmasters, to class teacher and other teacher. 200 student selected by lottery method are under the study of problem. "Attitude towards Environment Education and their Implementation in Secondary Schools".

### **RESEARCH POPULATION**

The researcher has dealt with the problem of school headmaster, teachers and student's facing difficulties about Environment Education at secondary level in Amravati. That is 200 students from or 10<sup>th</sup> class 20 schools in Amravati. The chits were numbered from 1 to 60 which were placed in a bowl, mixing them thoroughly. One student was asked to draw 10 chits from the bowl, the number of those 10 collected chits was called and they were given a questionnaire to solve. After solving it was collected and it was read by class teacher before the whole class. Questionnaire was given to H.M. of the school.

### **RESEARCH METHODOLOGY**

John Best observes, "Like the tools in the carpenter's box, each research tool is appropriate in a given situation to accomplish a particular purpose. Each data gathering device has both merits and hazards or limitations." The progress of mankind depends upon well-conducted research programmes. Well-conducted research programmes postulate sufficient, reliable and valid facts. Such facts are obtained through a systematic procedure which involves various devices. Each research tool is appropriate in a given situation to accomplish a particular purpose. Questionnaire was implemented for data collection of the students, teacher as well as Headmaster. Researcher used a questionnaire as a tool for research. Hence, questionnaire is implemented for data collection of the student as well as the teachers by the researcher. Difficulties faced during filling the questionnaire by the researchers are as follows:

1) Some student's do not submitted the questionnaire

is in the time given. 2) Some teachers did not want to give their views in writing and some are unwilling. 3) Few students lose the questionnaire hence had to be provided with another questionnaire. 4) The collecting of the questionnaire's from the teacher and students took much time.

### **CONCLUSIONS**

#### **Conclusion drawn from Headmaster Questionnaire**

1) It is found that maximum number of teachers in all schools is aware in Environment Education. 2) It is found that in maximum school the teachers who teach Secondary classes is related to Environment subject. 3) In maximum number of school it is found that there is not a special period kept for Environment education in school time table. 4) It is found that in maximum number of schools, they have sufficient related material available regarding Environment Education. 5) It is found that each and every school have Audio-Visual aids, presents in their schools related to Environment Education. 6) It is found that up to half of the school has a programme which is taken daily in school for Environment Education.

#### **Conclusion Drawn from Teacher Questionnaire**

1) It is found that the maximum number of teacher from all schools read book on Environment Education. 2) It is found that the maximum Teacher in schools thing that there is no other separate subjects by which they can teach Environment Education. 3) Maximum number of teacher in school ask students to read subject in class, which has Environmental aspects. 4) It is found that, maximum number of teacher take active participation of students. 5) It is found that the maximum number of teacher discusses environmental topics with the students. 6) It is found that the maximum number of the students in a class gives answer to the question without hesitation. 7) It is found that the maximum numbers of teachers while teaching follow the instruction. 8) It is found that the maximum numbers of teachers in school uses maps, charts and diagrams while teaching environment education. 9) It is found that the maximum numbers of teachers in school take brood away or take student in the open environment for teaching. 10) It is found that maximum number of teachers from all school favours environment education and think it as effective which can bring change in attitude of students and also bring awareness. 11) It is found that it is right to give Environment education to students in school.

#### **Conclusion Drawn from Student's Questionnaire**

1) It is found that every children know about the environment. 2) It is found that students know about the relation between them and Environment.

3) It is found that every student know the factor related to Environment. 4) It is found that maximum number of student works to protect environment. 5) It is found that maximum number of students has participated in three plantation programmes. 6) It is found that each and every student knows about the importance of plants for environment protection. 7) It is found that maximum number of students' know about the pollution and the types of pollution. 8) It is found that maximum numbers of student's know about Environment Education. 9) It is found that maximum number of student's say that there is not any special subject related to Environment Education. 10) It is found that maximum numbers of students say that there is a unit for Environment Education in their subjects.

#### **Discussion on Conclusion**

After analyzing and interpreting the data following conclusion were drawn. It is found that maximum numbers of teacher in school are aware of Environment Education and some are related with Environmental subject. In school there is no special period in school and there but there is sufficient Audio-visual aids presents in the school for environment education. In every week there is a programme in which environment education is given in an informal manner. Maximum number of teacher read and used books on environment education and they know the techniques to make student aware of environment. Teacher ask student to read and take active participation of student while telling then about Environment Education. Teachers discuss about Environment and student's response them and also ask them question bout the Environment. Teachers follow the instruction and also use maps, charts & diagrams and also take students outside in the open environment. Teacher think that Environment Education is effective and it is written to give Environment Education to student's because it bring awareness in student's about Environment and also bring good attitudes of looking towards his surroundings. Though it is found that maximum number of students knows about,

Environment their relation with Environment, and the factor related with environment but they do not plant tree. Only they take participation in that programme. School should encourage student for plantation. Many of the student's know about pollution, type of pollution but some number of student's did not know about Environment Education. Environmental Education should not be in an informal way but it should be in a formal ways.

#### **TESTING OF HYPOTHESIS**

**Hypothesis (1):** Environment Education need no amount because the vase is environment.

**Explanation:** As the Environment is the vase of Environment Education. Therefore, the above hypothesis is accepted by Researcher.

**Hypothesis (2):** The working system in environment education is in environment.

**Explanation:** As the working system in Environment education is in environment it comes true. Therefore, the above hypothesis is accepted by Researcher.

**Hypothesis (3):** Student's already know about Environment so it is easy for teacher to teach.

**Explanation:** Each and every individual is affected by the surrounding Environment. So every body knows about Environment. Therefore, the above hypothesis is accepted by Researcher.

**Hypothesis (4):** Material is available regarding Environment Education.

**Explanation:** Man live in surrounding of Environment so everything is ready made. Therefore, the above hypothesis is accepted by Researcher.

**Hypothesis (5):** In school there is no special subject on Environment Education though it contents are present in curriculum.

**Explanation:** Yes, there is no special subject on Environment Education.

**Hypothesis (6):** Students know about pollution, the effect of pollution, and the factors responsible for pollution.

**Explanation:** Students know about all the factors in Environment. Therefore, the above hypothesis is accepted by Researcher.

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