



THE ENVIRONMENTAL AWARENESS OF ELEMENTARY SCHOOL LEARNERS IN EAST KAMENG DISTRICT OF ARUNACHAL PRADESH

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ABSTRACT

The present study was designed to investigate the Environmental Awareness of Elementary School learners in East Kameng District of Arunachal Pradesh. The sample of the study consisted of 200 elementary school going learners from 8th standards in East Kameng district were randomly selected for the present study. The environmental awareness test was employed used to assess the level of environmental awareness (EAW) among the learners. The investigator intended to measure the level of awareness of learners towards environmental education for which the investigator used the statistical techniques such as Mean, SD and t-test to find out the significance of difference exist among the learners with respect to gender, tribes, settlement and levels of schools. From the whole study the result reveals that elementary school level learners and secondary school level learners had same awareness and moderate levels of environmental awareness towards environmental education. Male and Female learners also showed significantly the same level of awareness towards environmental education. In case of urban and rural learners also possess moderate levels of awareness towards environmental education and both the groups of learners having same levels of awareness. Lastly, the investigator found out that tribal and non-tribal learners had significantly moderate and same levels of awareness towards environmental education.

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INTRODUCTION

Modern society is the creator of environmental problems and destroyer of nature. The earth is the only planet where all living organisms live on it. Since the evolution of man on this planet earth man always depends on it for sustaining their life. So, man and environment are interdependent to each other. Man always prays nature god and they depend on it for survival of their life. They collect fodders, fire woods, wild fruits from forest for domestic purposes that which never affect on environment because its number was very limited and resources were available as compared with existing population. Human being is not only dependent on the physical environment for livelihood, but also in a number of ways they are capable of controlling and influencing the physical environment. Environmental degradation seriously threatens economic and social progress even at the global level.

Environmental degradation is often mentioned as the consequence of human negligence on the one hand, but on the other hand it is more often than not the intentional individual or collective actions that has put economic gains as of utmost importance. As, with the passage of time man's population increasing as fast and they become civilized and knowledge of shifting cultivation and agricultural practice was known to them along with colonial settlement system was spread in a large extent. The birth of science and technology made the human life more and more ambitious. With the progress of such development human dependent on environment increases more, he consumed more and more resources and activities of man affects on the environment was visible. With the launching of industrial revolution the consumption of raw materials such as woods, minerals, timbers and fossil-fuels increase to a great extent and with time the pollutions of air,

water and soil became visible. This made the man conscious of his action and activities and their consequences on environment. The global problems relating to degradation of natural resources and pollution have increased dramatically. Natural resources are depleted by due to excessive use. Fresh water scarcity on a global scale, deforestation, degradation of coastal and marine areas, soil depletion and loss of biodiversity, are some of the problems that have become a major concern. Air and water pollution have reached such levels that have already resulted in serious health problems, as well as negative impact on the environment, and inevitably influencing prospects for long-term economic growth. And slowly man realized that the existence of human race itself was in danger and to survive as a race it was necessary to educate about the environment, its repercussion should be minimized.

The concept of environmental education was born out in the mind of educated people and it needs to be educating the young child who is the real hero of future. Hence, the environmental education was born out of it. Global concern regarding the steady deteriorating state of the environment has emphasized the need for environmental education. It is the need of hour to make people sensitive towards nature through a strong programme of environmental education. Environmental education is the way of creating knowledge, understanding, attitudes, skills, abilities and awareness among individuals and social groups towards the environment protection. Environmental education is an attempt to re-orient education so that environmental competence is restored as one of its basic aims along with personal and social competence. The world educators and environmental specialists have repeatedly pointed out that a solution to environment crisis will require an Environmental Awareness and its proper understanding which should be deeply rooted in the education system of all levels, of school education. The existing curricula at primary, elementary, secondary, higher secondary, college and university level provide lot of opportunities to make the students awareness of environment.

Environmental education is a medium and process of education and it covers man's natural relationship with his social and man made environment. Not only this, environmental education is the relationship between man and industrialization, pollution, resource allocation, conservation, transportation, technology, energy and urban and rural planning to the total biosphere. Thus, environmental education is the education which deals with man's relationship with his natural and man-made surrounding and also aimed at developing responsible actions necessary for preservation, conservation and improvement, conservation of environment and its components. Environmental education also entails practice in decision making and self-formation of a code of behavior about issues concerning environmental quality. Environmental education aims at the development of responsible attitudes towards the sustainable development of the planet, earth, an appreciation of its beauty and an adoption of an environmental ethics. It contributes to the communication of information and to the development of understanding, skills, attitudes and values those influences the behavior of individuals, resources user group and the community. At present, the environmental education included in the school curriculum. The children are considered to require to know, to understand, to love and to protect environment. In providing environmental education to children, their teachers certainly play important parts in

different angles. It may be argued that the teachers who are well motivated, that is who are interested and have positive attitudes in environmental education will be in a positive to help in the development of knowledge, attitudes and skill relating to environment of the child. The importance and needs of environmental education can hardly be stressed at present. In order to protect and conserve the environment, enabling people to lead quality life, emphasis has been given to environmental education in both formal and non-formal system of education. In formal system of education, teachers can play an important role in educating their learners about environment related issues, which is possible only when the teachers themselves have mastery over environmental awareness.

Objectives of Study

- To assess and compare the Environmental Awareness between the Elementary and Secondary school going learners in East Kameng district of Arunachal Pradesh.
- To assess and compare the Environmental Awareness among the Male and Female learners studying in upper primary schools in East Kameng district of Arunachal Pradesh.
- To assess and compare the Environmental Awareness among the Urban and Rural area elementary school going learners in East Kameng district of Arunachal Pradesh.
- To assess and compare the Environmental Awareness among the Tribal and Non-tribal elementary school going learners in East Kameng district of Arunachal Pradesh.

Hypotheses of the study

- There will be no significant difference between the Environmental Education Awareness among the Elementary and Secondary school going learners in East Kameng district of Arunachal Pradesh.
- There will be no significant difference between the Environmental Education Awareness among the boys and girls elementary school going learners in East Kameng district of Arunachal Pradesh.
- There will be no significant difference between the Environmental Education Awareness among the Urban and Rural areas elementary school going learners in East Kameng district of Arunachal Pradesh.
- There will be no significant difference between the Environmental Education Awareness among the Tribal and Non-tribal elementary school going learners in East Kameng district of Arunachal Pradesh.

METHODOLOGY

The present study is an attempt to assess the environmental awareness of elementary school going learners in relation to residential background, sex and race.

Sample

A sample of 200 elementary school going learners from Government schools comprising (96 boys and 104 girls), further it was sub-categories into urban and rural, tribal and non-tribal was randomly selected from different school in East Kameng district of Arunachal Pradesh.

Table-1: Significance of Mean of the Awareness of Secondary School and Elementary School Going Learners Towards Environmental Education

Groups	N	Mean	SD	SE _D	't' value	Remark
Higher secondary	55	28.6	13.00	2.18	.56	Not significant at 0.05 level
Elementary school	145	29.81	15.39			

Table 2. Significance of Mean of the Awareness of Male and Female Learners Towards Environmental Education

Groups	N	Mean	SD	SED	't' value.	Remark
Male	94	30.48	15.00	2.1	1.04	Not significant at 0.05 level
Female	106	28.37	14.4			

Table 3. Significance of Mean of the Awareness of Urban and Rural Learners Towards Environmental Education

Groups	N	Mean	SD	SE _D	't' value.	Remark
Urban	79	31.3	13.8	2.09	1.34	Not significant at 0.05 level
Rural	121	28.5	15.4			

Table 4. Significance of Mean of the Awareness of Tribal and Non-Tribal Learners Towards Environmental Education

Groups	N	Mean	SD	SE _D	't' value.	Remark
Tribal	120	29.4	14.5	1.99	1.51	Not significant at 0.05 level
Non-tribal	80	32.4	14.2			

The learners were selected both from Middle school and secondary schools. Stratified random sampling techniques were used to select the sample. The tools used in the present study were Environmental Awareness Questionnaire developed by investigator himself. This tool is essential to measure to what extent or degree of awareness the student has about environmental pollution and its protection, conservation of soil, forest, knowledge about air, water and soil pollution and its causes and affect on living organism including human being etc.

Tools

Environmental Awareness Test (EAW): This test was developed by investigator himself for measuring the awareness of learners towards environmental education. The purpose of this test is to measure the level of Environmental Awareness among the elementary school learners. This test consist of 37 open ended and close ended items concerning to environmental concept, pollution and its control, causes of environmental pollution, energy and environmental pollution its affect on living organism including human being.

Procedures

The researcher personally visited all the selected schools in East Kameng district and there teachers and learners were met individually for explaining purpose of the study and instructions were given to them how to respond to Environmental Awareness Test. Further, clarifications were made on the questions if doubt raise from the respondents and they were requested to cooperate with the investigator for successful completion of this piece of research work.

Statistical Analysis

For analyzing the collected data the researcher used/employed Mean, SD and t-test for present study in order to find out the

Interpretation and Analysis

From the above Table-1: it has been found out that there does not exist significant differences in the awareness of secondary school learners and elementary school learners towards environmental education. It was found out that the computed t-value is .56 which is less than the criterion t-value is 1.97 at .05 levels of significant with df is 199. The first hypothesis that there is no significant difference between the environmental education awareness among the secondary school learners and elementary school learners, hence the hypothesis is accepted.

Analysis and interpretation

The above table-1 reveals that the computed t-value is 1.04 which is less than the criterion t-value is 1.97 at .05 level of significance with the df is (196). As, the computed t-value is not significant at .05 level of confidence, the first hypothesis is accepted. Hence, it is understood that there is no significant difference in the awareness among the Male and Female learners towards environmental education.

Interpretation and Analysis

The above table: 3 reveals that the computed t-value is 1.34 which is less than criterion t-value is 1.97 at .05 level of significance, with the df is 198. The computed t-value is significant at .05 levels of significance. Hence, the hypothesis is accepted. Hence, it has been found that there is no significant difference between in the awareness among the urban and rural learners towards environmental education. From above finding it is understood that settlement is also not a factor of affecting the awareness of learners towards environmental education. But both the groups of learners exhibit low environmental awareness.

Interpretation and Analysis

The above table reveals that the computed t-value is less than criterion t-value is 1.97 at 05 levels of significant with the df is 224. As, the computed t-value is significant at .05 levels of significance, the hypothesis is accepted. Hence, it is understood that there is no significant difference in the awareness among the tribal and non-tribal learners towards environmental education. But both the groups of learners exhibit low environmental education awareness. Again it found out that race is not a factor which affect the awareness of learners towards the environmental education.

Main finding

It has been found that there does not exist significant difference in the awareness among the secondary and elementary school learners towards environmental education. It was found that Mean scores of Secondary school learners is (28.6) and Mean scores of elementary school learners is (29.81) and difference exist between two groups are 1.21 which is negligible variability found between two groups of learners. It also found that no significant difference exist in the awareness among the male and female elementary school going learners towards environmental education. There is similar negligible variability exist between male and female elementary school learners as (30.48 and 28.37). It is understood that gender is not a factor affecting the awareness of learners towards environmental education.

The above table reveals that there do not exist significant difference in the awareness among the urban and rural learners towards environmental education. It was found out that the computed t-value (1.34) which is less than the criterion t-value (1.96) at .05 levels of significance, the df is 198. As, the computed t-value is significant at .05 levels of significance, the hypothesis is accepted. Hence, it is understood that settlement (urban and rural) is not a factor affecting the awareness of learners towards the environmental education. From the above given tables it has been found out that there does not exist significant difference in the awareness among the tribal and non-tribal school going learners towards environmental education. The computed t-value (1.51) is less than criterion t-value (1.96) at .05 levels of significant, the df is 224. As, the computed t-value is significant at .05 levels of significance, the hypothesis is accepted. Again, both the groups of students exhibit low environmental education awareness.

Conclusion

From the study it found that various activities of man have led to the depletion and degradation of natural resources. For man's own survival it is now important to conserve and protect the environment. For which environmental education should be threaded as a subject compulsory for all the levels of school. The focuses should be on environmental pollution, its causes and consequences.

Existing of available solution for its allied problems essence of all these necessary entities should be inculcated in the mind of students to develop positive attitude towards greenery of environment. So, integrating the concept of environment into the existing curriculum, developing new strategies, preparing instructional material for an effective implementation of environmental education in the country. In order to help students develop knowledge, skills, attitudes, and values relevant to conservation and sustainable development, schools have to take up new roles and responsibilities. For this teachers are expected to be not only the dispensers of knowledge, information, but also managers of teaching-learning situations. The entire school organization, management and also classroom organization have also to be suitably changed to meet the new challenges of environmental concerns and sustainable development.

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