

A Study on Environmental Attitude Among Secondary School Students of Mysore District

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ABSTRACT

Environmental education acts as a necessary tool in the battle against the degradation of living environment. Environmental education has a goal. It tries to fulfil the goal of creating a population which has got a clear sense and knowledge of environment and its issues. Basically, the student's environmental attitude is essential for environmental conservation. So, the researcher adopts the survey method by using standardised tool, Environmental Attitude Scale, (TEAS) developed by Dr. Haseen Taj in 2001, for data gathering. It contains 31 favourable and 30 unfavourable items and total sample consist of 80 secondary school students. The analysis of data revealed that there is no significant difference between Boys and Girls of secondary school students towards Environmental attitude, as well as locality. Whereas no significant difference between Urban and Rural secondary school students with respect to Environmental attitude.

Keywords: *Environmental Attitude, Environmental Education, Conservation, Living Environment*

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. For a civilized and socialized society, education is the only means. Its goal is to make an individual perfect. Every society gives importance to education because it is a panacea for all evils. It is the key to solve the various problems of life.

Environmental education acts as a necessary tool in the battle against the degradation of living environment. Environmental education refers to organised efforts to learn, teach and train people how our natural environment functions and particularly how human beings can manage their behaviour, attitude and willingness towards conservation of ecosystem to live sustainably on this planet. It is a multi-disciplinary field integrating disciplines such as Biology, Chemistry, Physics, Ecology, Earth Science, Atmospheric Science, Mathematics and Geography.

According to United Nations Educational Scientific and Cultural Organization (UNESCO), Environmental education is a vital in imparting an inherent respect for nature amongst society

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Received: October 10, 2023; Revision Received: December 05, 2023; Accepted: December 09, 2023

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and in enhancing public environmental awareness and attitude. Environmental education often implies education within the school system, from primary to post-secondary.

Attitude refers to an expression that is favourable or unfavourable towards an event, think, place or person. The contemporary perspective pertaining to attitude can also allow the people to have ambivalent or conflicted feeling by holding simultaneously both of the negative and positive attitudes towards the same object. Attitude means readiness to react towards or against some situations, person or things to a particular degree of intensity. Attitude is also the education we get at home and school. Attitude guide an individual's behaviour as well as effect actions.

Factors influencing attitude are beliefs, feelings and actions tendencies of an individual or group of individuals towards objects, ideas and people. Environmental attitudes are conceptualised as an indication and component of environmental behaviour. There are many empirical and theoretical approaches to investigate attitude towards environment. Most studies have been conducted since 1970 onwards.

Need and Importance of the Study

Humans have a moral obligation to maintain the environment and enhance the world's long-term sustainability for future generation. Human activities are without a doubt is key to contribution to degradation, which leads to natural hazards, pollution and global warming.

According to NCEI (National Centres for Environmental Information), the year 2022 was the 6th warmest year since global records began in 1880 at 0.86 degree Celsius (1.55°F) above the 20th century average of 13.9 degree Celsius (57.0°F) since 2010, our impact may also lead to deforestation, the net loss in forest globally was 4.7 million hectares per year over the decade. Pollution causes more than 9 million premature deaths. Over population and imbalanced environment can cause Natural disaster. In 2020, approximately 34.2 million people worldwide were impacted by flooding and also some other issues which pose great threat to environment. So, to avoid these environmental issues, we should educate the students from the basic level.

Student's environmental attitude is essential for environmental conservation. Promoting positive development among students may empower them to contribute actively to their environment through positive attitude and behaviour. Many researches were conducted based on this environment attitude among secondary school students in various regions of India. But there are no such evidences in Mysore district. Due to the inadequate information on this title the researcher wanted to study Environmental attitude among secondary school students in Mysore district.

REVIEW OF LITERATURE

INDIAN LITERATURE

- 1. Zahid Bashir et. al (2022)**, studied on “**A study of environmental Awareness, Attitude and participation among secondary school students of district Kulgam, J&K. India.**” The investigator adopted survey method and used to a self-developed questionnaire for data gathering. Total sample consisting of 200 students from six private and six government schools located in vicinity of district Kulgam were selected. The findings revealed significant difference in awareness and attitude of students on gender basis. Male student had more environmental awareness while as female students possessed a more positive attitude. Private school's students had more environmental

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awareness than government school students the level of attitudes and participation in environmental activities was greater in government school than private school students.

2. **Dr. Lokanandha Reddy G. And Sreedevi Reddy R, in (2022)**, examined the “**Environmental Awareness and attitude among secondary school students.**” The study was done in survey method; objectives of the study were to find out the significant differences in the environmental awareness and attitude among the secondary school students due to variation in their gender and community. As a result, the boys and girls studying in secondary school did not experience either the environmental awareness as a whole nor its dimensions.
3. **Franky Varah et.al (2020)**, worked on “**Measuring Environmental attitudes and behaviours; study of undergraduate students in Delhi**”. The researcher used the new environmental paradigm (NEP) and environmentally responsible behaviour index (ERBI) to test the environmental attitudes and behaviours of students at the University of Delhi. Most of the students (both urban and rural areas) through self-report perception support the model of NEP and ERBI. Some factors that influence their responsible attitude and behaviours include high awareness level that acquired through education, economic and other channels. The environmental attitude construct through the NEP model were found to be strongly correlated with the behaviour constructs of the ERBI model.
4. **Dhananjay Naidu and Yashoda (2017)**, under took a research study on “**Attitude of students towards environmental education - A study of secondary school level.**” The objectives of the research study consist of studying the attitude of students with regard to environmental education, studying the significant difference if any with regard to the environmental attitude of secondary school students with regard to variation in locality, gender, community and management.
5. **Kuldeep Singh (2017)**, conducted research study on “**Awareness and attitude of School students towards the environment.**” Survey method was used in this research study. The preponderant objectives of this research study were; to make a comparative study of the environmental attitude of the female and male students of grade 9th. The findings are there are no differences in the environmental awareness between male and female students. Both male and female have equal awareness towards environment. There is a significant difference is attitude towards environment of male and female students. Female have better attitude towards environment than male students.
6. **Archana Singh et.al (2019)**, studied on “**A study on environmental understanding, attitude and practices gap in Indian higher education- an overview and theoretical framework**”. In order to gather primary data, interview schedule and questionnaire was provided to expert opinion from environmental experts and academicians to understand the influence of identified variables. The authors have attempted to discuss and debate the relationship among variables using interpretive structural modelling (ISM). Environment governance and sustainable development attitude emerged as the most significant factors. All variables were interconnected and mutually influencing each other.

WESTERN STUDY

1. **Gustria and A. Fanzi (2023)**, studied on “**Analysis of high school student’s environmental attitude.**” Here, the preliminary study of developments of physics teaching material that is integrated to climate change. The purpose of the research is to analyse survey’s result which will be used to find student’s environmental attitude. This research as used the descriptive statistics method. The result of this study indicates the

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environmental attitude of students is low, so it is necessary to develop teaching material to improve it.

2. **Nergiz Kornoghu et.al (2015)**, studied on “**Investigation of high school student’s environmental attitude in terms of some Demographic variables.**” Studying individual and students’ attitude towards environment and factors affecting students to be responsible individuals towards their environment may provide help towards the solution of environmental problems. In this study it is aimed to evaluate environmental attitude of high school students in terms of some variables.

The sample of the study consist of 300 participants of whom 145 are male and 185 females having studied in a high school as a western turkey, Balikesir, in the study as a means of data collection, environmental attitude scale (EAS) and personal information from have been used. The EAS consist of 35 items is composed of 4 sub-dimensions as environmental awareness and ‘Attitude towards Recovery’, ‘Attitude towards recycling ‘and Environmental Consciousness and behaviour. According to the result, considering the analysis of EAS, a considerable difference was reached between the sub dimensions of the EAS and the gender grade and parent education level variables. However, a considerable difference was not found between the branch of students and some sub-dimensions of the EAS.

3. **Marianne Heyl et.al (2013)**, studied on “**Environmental attitude and behaviour of college students; a case study conducted at a Chilean university**”. The sample consisted of 383 engineering students in first, third and sixth year, with two instruments designed to measure environmental attitudes and behaviours. Significant differences were found between students pursuing diplomas related to the environment and those who are not. Otherwise, no significant differences were observed between students enrolled in different levels.
4. **‘Ernesto hasso De harega’ (2004)**, examined, “**Awareness, knowledge and attitude about Environmental education, Responses from environmental specialist, high school instructors, students and parents**”. Over the last thirty years, environmental education has been part of the curriculum in south west Florida public schools. Curriculum objectives, such as Environmental attitude, knowledge and Awareness (AKA), have been investigated in the literature as ways to improve the overall behaviour of future citizens towards environment An instrument was developed to measure the group level of awareness, knowledge and attitude as well as their level of self-efficiency. The returned surveys represented response from, 27 environmental specialists, 15 high school instructor, 224 high school students & 222 parents this study found statistically significant differences among the group regarding the level of awareness, knowledge and attitude as related to environmental issues. The environmental specialist scored highest for all AKA components as compare to the lowest level presented by parent’s awareness, attitude and high school student’s knowledge.

Statement of the Problem

“A study on Environmental Attitude among secondary school students of Mysore District”

Objectives of the Study

1. To study the significant differences between boys and girls with respect to their environmental attitude and awareness.
2. To study the significant differences between urban and rural areas of secondary school students with respect to their environmental awareness and attitude.

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Hypothesis of the Study

1. There is no significant difference between boys and girls with respect to their environmental attitude and awareness among secondary school level students.
2. There is no significant difference between urban and rural area of secondary school students with respect to their environmental attitude and awareness.

Variable of Study

- 1) Main variable: Environmental attitude
- 2) Background variable: Gender and locality

METHODOLOGY OF THE STUDY

Descriptive/Survey method is use to study the “**Environmental attitude among secondary school students**”.

Sampling Method

Random sampling technique was used. The students studying in different types of secondary schools affiliated to Karnataka state education department become the total population of study. Population for research will be going to select as per the Morgan table.

Tool to be Used

Researcher used the standardised tool “**Environment Attitude scale**” constructed by **Dr. Haseen Taj (2001)**.

Description of the Tool

The tool consists of 61 items in the form of statements. There are favourable and unfavourable items and the items are classified on the basis of Health and Hygiene (5 items), Wild life (6 items), Forests (5 items), Polluters (26 items), Population explosion (5 items), Environmental concerns (14 items). Four options are given such as strongly agree, agree, strongly disagree and disagree. Items are scored as 4(strongly agree) to 1(strongly disagree) for favourable items. In case of unfavourable items, the scoring is reversed, from 1(strongly agree) to 4(strongly disagree).

Statistical Techniques Used

Data is analysed by appropriate statistical technique manually and using SPSS software.

- Descriptive statistics: Mean, Standard deviation, and Percentile Analysis.
- Influential Statistics: “t- test”

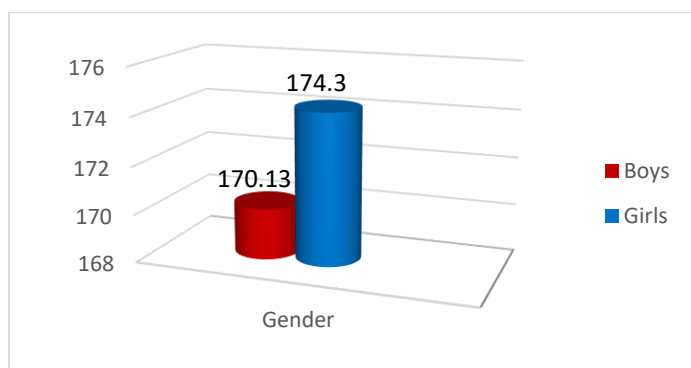
H1. To study the significant difference between Boys and Girls secondary school students with respect to their Environmental attitude.

Sl No	Type of Gender	N	Mean	SD	df	“t”	Remarks
1	Boys	38	170.13	13.76	79	1.2111	Accepted
2	Girls	43	174.30	16.83			

(Standard Error:3.444)

Above table shows that that obtained “t” value is less than that “t” value of df 79 at 0.05 level of significant. That is the null hypothesis is accepted and it is concluded that there is no significant difference between Boys and Girls secondary school students with respect to their Environmental attitude.

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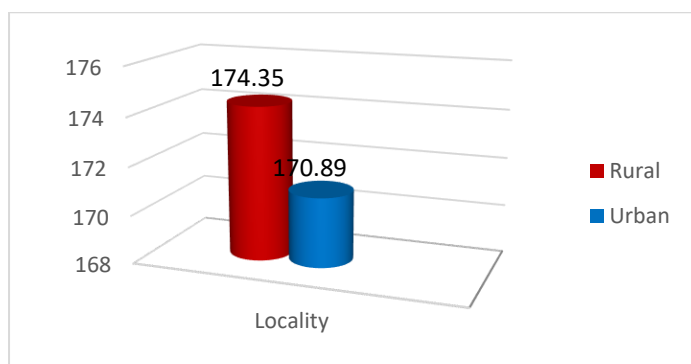


H2. To study the significant difference between Urban and Rural secondary school students with respect to their Environmental attitude.

Sl No	Type of Locality	N	Mean	SD	df	“t”	Remarks
1	Rural	34	174.35	17.86	79	0.9904	Accepted
2	Urban	47	170.89	13.58			

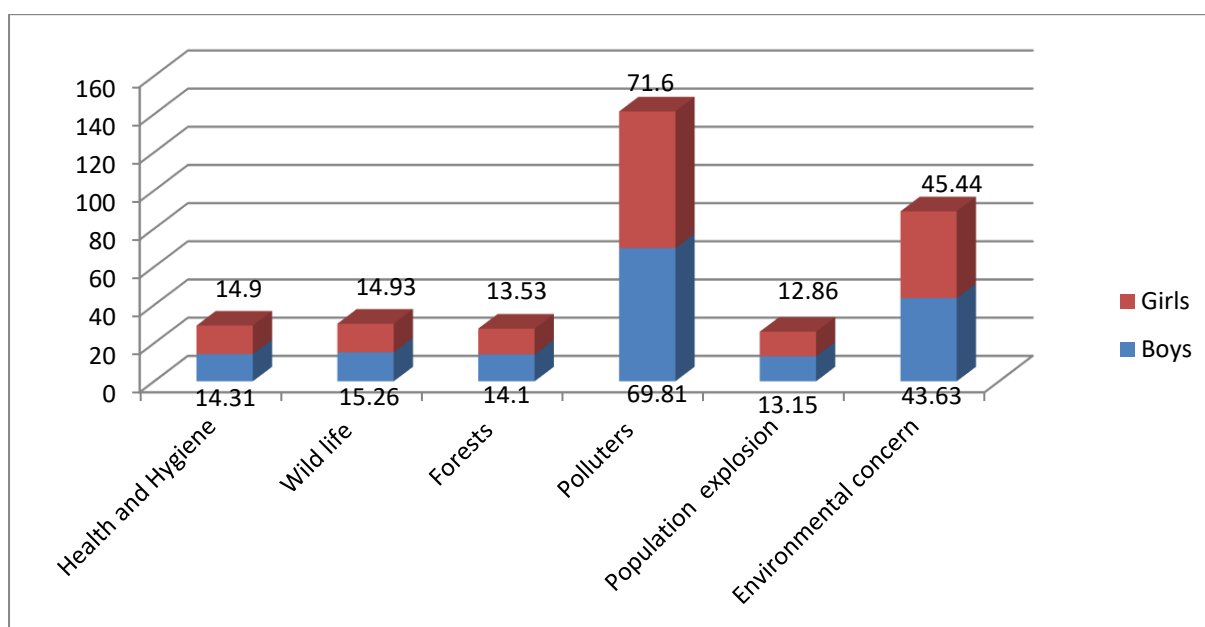
(Standard Error:3.493)

Above table shows that that obtained “t” value is less than that “t” value of df 79 at 0.05 level of significant. That is the null hypothesis is accepted and it is concluded that there is no significant difference between urban and rural secondary school students with respect to their Environmental attitude.



Total Percentagewise distribution of Boys and Girls secondary school students with respect to their Environmental attitude with special reference to six (6) major areas/components in the tool.

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Major Findings of the Study

The study was conducted to a group of 80 students which included both Urban and rural background, as per the results findings was made as follows;

1. In the comparison between boys and girls secondary school students, there is no significant difference with respect to their Environmental attitude.
2. There is no significant difference between Urban and Rural secondary school students with respect to Environmental attitude.

Limitations of the Study

- This study was limited only to secondary school students of Mysore district.
- This study is restricted to the Mysore district.
- This study is conducted only for Urban and rural secondary school students.
- Study restricted to a single variable.

Educational Implications

The present study is supported to emphasise the need of the environmental attitude among secondary school students and to solve the problems of environmental issues. So, we must provide better opportunities to gather information regarding environment by conducting symposiums, seminars and exhibitions. It is very important to arrange community activity programmers and make students to actively participate in them to promote environmental attitude.

Suggestions For Further Study

- This study can be conducted for students and even adults from the age of 13 to 16 and above.
- The present study could be conducted for teacher trainees also.
- This study can be conducted for students of other districts or states.
- This study can be conducted with other variables like environmental awareness

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Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Sowmya, C. & Kumar, C.R.S. (2023). A Study on Environmental Attitude Among Secondary School Students of Mysore District. *International Journal of Indian Psychology*, 11(4), 1861-1868. DIP:18.01.173.20231104, DOI:10.25215/1104.173