Abstract

The purpose of this paper is to identify the level of environmental awareness among higher secondary school students of Karur District of Tamilnadu State. The sample consists of 240 students including both boys and girls. Questionnaire developed by the researcher is the technique used to collect the data. Descriptive statistics, t-test, are the techniques used to analyze the data. The result shows that the level of environmental awareness among higher school students is high. There is significant difference found with respect to urban and rural. Urban students are better than rural students in environmental awareness. Conversely, there is no significance difference was found in the environmental awareness of boys and girls. There exists no significance difference between government and aided school students in environmental awareness among higher secondary level.

I. INTRODUCTION

Environment is described as a system that include all living and non-living things like air, water, soil, vegetation, flora and fauna. While P. Gisbert defines environment as anything immediately surrounding an object and exerting a direct influence on it, T.D. Elliot regards it as the field of effective stimulation and interaction for any unit of living matter. The concept of environment also covers the concern to protect wildlife and plants the preservation of landscape and monuments or buildings and, of course, the frightening growth of all types of pollution. Besides, it also includes the economic growth that raises
problems of resource conservation and waste disposal, particularly the disposal of plastics, chemicals and atomic waste.

II. ENVIRONMENTAL AWARENESS

Environmental awareness is the ability to understand the problems of environment through the relevant experiences and the assistance extended to the society and its individuals to solve these environmental problems. Environmental awareness is “to understand the fragility of our environment and the importance of its protection” (Pachamama, 2014). Environmental awareness is all about being conscious of the environment around us. Environmental awareness is classified into two aspects: perception of environmental problems and behavioral inclination to protect the environment. The perception is the peoples should have knowledge of environment and their issues. The behavior inclination is to protect the environment includes two major aspects; firstly, the value of environmental protection in peoples mind which is indicated by the balance between environmental protection and economic development and also the willingness to pay for the protection of the environment. The term environmental awareness has a broad meaning. It not only implies knowledge about environment but also values and necessary skills to solve environmental problems. Moreover, environmental awareness is the initial step ultimately leading to the ability to carry on responsible citizenship behavior (Sengupta, Das and Maji, 2010). Environmental education is a process of identifying values and clarifying concepts in order to develop skills and added tools necessary to understand and appreciate the inter-relationship among man, his culture and his bio-physical surroundings.

III. NEED AND SIGNIFICANCE OF THE STUDY

We live in the environment and use the environmental resources like air, land and water to meet our needs. Development also means meeting the needs of the people while meeting the ever-growing needs. We put pressure on the environment. When the pressure exceeds the carrying capacity of the environment to repair or replenish itself, it creates a serious problem of environmental degradation. If we use any environmental resource such as ground water beyond its limit of replacement, we may lose it forever. Therefore, there is a need to create ‘awareness’ about Environmental protection. While efforts are being made at the national and international level to protect our environment, it is also the responsibility of every citizen to use out environmental resources with care and protect them from degradation.

The government and various non-government organizations are adopting different strategies to promote awareness on environment in the country. But in most of the time it is a useless mechanism in developing awareness about the ill effects of environmental degradation. By educating our youngsters regarding environmental problems, we will about to create an awareness that will enable them to accept the challenge and the responsibility of community. Basic aim of environmental education is to succeed in making individual’s understand the complex nature of natural and man made environment resulting from the interaction of their biological, physical, social and other aspects and required knowledge,
attitude and practical skill to participate in responsible and effective manner in anticipating environmental problems and in managing quality of the environment. In this respect, the present study attempt to find out the environmental awareness among higher secondary school students at Karur District of Tamilnadu state.

IV. OBJECTIVES OF THE STUDY
1. To find out the level of environmental awareness among higher secondary school students in karur district
2. To find out the environmental awareness among male and female higher secondary school students.
3. To find out the environmental awareness among rural and urban higher secondary school students.
4. To find out the environmental awareness among Government and Aided higher secondary school students.
5. To find out the environmental awareness among Tamil and English medium higher secondary school students.

V. HYPOTHESES OF THE STUDY
1. Higher secondary school students have high level of environmental awareness
2. There is no significant difference in the environmental awareness among male and female higher secondary school students.
3. There is no significant difference in the environmental awareness among rural and urban higher secondary school students.
4. There is no significant difference in the environmental awareness among Government and Aided higher secondary school students.
5. There is no significant difference in the environmental awareness among Tamil and English medium higher secondary school students.

VI. TOOLS
The environmental awareness tool constructed and validated by investigator. The environmental awareness tool consists of 50 items with yes or no type. The students are asked to select the correct answer by putting a tick mark (✓). The score ranges from 0-50.

VII. SAMPLE OF THE STUDY
In present study, a sample of 240 students was selected by adopting random sampling techniques. Further selected sample was divided into two segments of 120 students on the basis of sex, types of school and medium of instruction.

VIII. ANALYSIS OF DATA
The following techniques were used for analyzing and interpreting data.
- Mean
- Standard Deviation
‘t’ test

TABLE-1: means, standard Deviation values of Environmental awareness among at higher secondary level students

<table>
<thead>
<tr>
<th>Sample</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entire Sample</td>
<td>240</td>
<td>42.415</td>
<td>5.435</td>
</tr>
</tbody>
</table>

In order to find of the environmental awareness of entire higher secondary school students the mean and S.D have been calculated. They are found to be 42.415 and 5.435. This vividly shows that all students have high environmental awareness.

TABLE-2: Means, standard deviation and ‘t’ values of Environmental awareness among rural and urban students at higher secondary level

<table>
<thead>
<tr>
<th>Locality</th>
<th>N</th>
<th>Means</th>
<th>SD</th>
<th>‘t’ values</th>
<th>Level of significance(0.05)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>120</td>
<td>43.29</td>
<td>5.26</td>
<td>3.5403</td>
<td>Significant</td>
</tr>
<tr>
<td>Rural</td>
<td>120</td>
<td>41.54</td>
<td>5.61</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that there is no significant difference between urban and rural students in Environmental awareness and the hypothesis is rejected. The calculated mean value for urban school students are 43.29 and that of rural school students 41.54. The calculated ‘t’ value 3.54037 is greater than the table value 1.96. This clearly shows that Environmental awareness of urban students are better than rural students at higher secondary level in karur district.

TABLE-3: Means, standard deviation and ‘t’ values of Environmental awareness among boys and girls students at higher secondary level

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Means</th>
<th>SD</th>
<th>‘t’ values</th>
<th>Level of significance(0.05)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>120</td>
<td>42.44</td>
<td>5.98</td>
<td>0.0985</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Female</td>
<td>120</td>
<td>43.39</td>
<td>5.009</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that there is no significant difference between Boys and Girls in Environmental awareness. The calculated mean value for boys students are 42.44 and that of girls students 43.99. The calculated ‘t’ value 0.098589 is less than the table value 1.96. This clearly shows that boys and girls students do not differ in their Environmental awareness.

TABLE-4: means, standard deviation and ‘t’ values of Environmental awareness among Government and aided students at higher secondary level

<table>
<thead>
<tr>
<th>School</th>
<th>N</th>
<th>Means</th>
<th>SD</th>
<th>‘t’ values</th>
<th>Level of significance(0.05)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>80</td>
<td>41.35</td>
<td>7.03</td>
<td>1.1811</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Aided</td>
<td>80</td>
<td>42.38</td>
<td>4.56</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that there is no significant difference between Government and Aided school students in Environmental awareness. The calculated mean value for Government school students are 41.35 and that of Aided school students 42.38.
calculated ‘t’ value 1.18119 is less than the table value 1.96. This clearly shows that Government and Aided school students do not differ in their Environmental awareness.

**TABLE-5:** Means, standard deviation and ‘t’ values of Environmental awareness among Tamil and English medium students at higher secondary level

<table>
<thead>
<tr>
<th>Medium</th>
<th>N</th>
<th>Means</th>
<th>SD</th>
<th>‘t’ values</th>
<th>Level of significance(0.05)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamil</td>
<td>160</td>
<td>41.86</td>
<td>5.93</td>
<td>3.5899</td>
<td>Significant</td>
</tr>
<tr>
<td>English</td>
<td>80</td>
<td>43.51</td>
<td>4.36</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that there is no significant difference between Tamil and English school students in Environmental awareness is rejected. The calculated mean value for Tamil medium school students are 41.86 and that of English medium school students 43.51. The calculated ‘t’ value 3.58998 is greater than the table value 1.96. Environmental awareness of English medium students is better than Tamil medium students at higher secondary level in karur district.

**IX. CONCLUSION**

Following inferences were drawn on the basis of findings:

i.) The environmental awareness of higher secondary school students was high.

ii.) There is significant difference between urban and rural higher secondary school students regarding environmental awareness.

iii.) There is no significant difference was observed between male and female higher secondary school students regarding environmental awareness.

iv.) Similarly there is no significant difference was observed between government and aided school students regarding environmental awareness.

v.) There is significant difference between Tamil and English medium higher secondary school students regarding environmental awareness.

**X. REFERENCES**


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**Sathish.P, Dr. T. Ravichandran :: A Study on Environmental Awareness Among Higher Secondary School Students**

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