



Chapter II

Literature Review

CHAPTER-II

Review of related literature

Introduction

The review of the literature is an important part of the scientific approach and is carried out in all areas of scientific research whether it is physical, natural or social sciences.

The review of literature in educational research provides us frontier work already done in our particular field of knowledge. Until we learn what others have done and what remains still to be done in our area, we cannot develop a research project that will contribute to furthering knowledge in our field. Thus literature in any field forms the foundation upon which all future work must be built. If we fail to build this foundation of knowledge provided by the review of literature, our work is likely to be superficial and may be duplicate work that has already been done better by someone else.

II.1 Studies conducted in India

Bhattacharya (1996), in his research titled, "Study of environmental awareness among primary grade girl students and their parents in Varanasi", have focused on the following objectives

To find out the level of environmental awareness among parents and their girl students studying at grades III and V in Varanasi.

To find out the difference between environmental awareness of boys and girls students studying in III and V grades of primary schools in Varanasi in terms of their orientation, attitude and responsibility towards environment.

The Sample of 290 students of III grade and 180 students of V grade with inter 269 parents was taken from Varanasi for study. The collected data was analysed using (t) value and coefficient of correlation.

The major findings of the study were:

No difference was found in case of grade III and V girls students in terms of their environmental awareness.

No differences were found in case of grade III and V girls students in terms of orientation, attitude and the responsibility towards environment.

The coefficient of correlation was found to be significant in the case of environmental awareness of grade III and V girl's students and their parents.

Bhattacharya (1997), in his research paper titled, "Environmental awareness among higher secondary students of Science and non science streams", The researcher have tried to determine the difference between the higher secondary students of Varanasi

belonging to the science and non science streams in terms of their environmental awareness and to determine the difference between higher secondary students belonging to science and non science streams of Varanasi, in terms of their environmental orientation attitude and environmental responsibility. Researcher has used a random cluster sampling technique from eastern U.P. region and takes a sample of 118 male and 82 female students of both science and non science stream. A measure of environmental awareness developed by Singh and Rao was used to collect the data and the collected data were treated with mean, standard deviation and (t) test.

The major findings of the study were:

Students belonging to the science discipline were comparatively better in terms of their environmental awareness as compared to non science students.

Science students were better on environmental orientation and environmental responsibility as compared to non science students

Formation of attitude towards any issue on object may not depend upon the nature of discipline and the formal instructional situation as well as of curriculum structure.

Female groups of higher secondary students were better than their male counterparts in environmental awareness.

Gupta (1997) and **Rajput (2004)**, researcher observed that, children in age group 7-12 studying in formal rural schools, formal urban school and non-formal rural schools displayed the same level of environmental awareness about certain aspects. In some areas, awareness of these three education groups was found to be rather inadequate. These were such aspects which required application part of knowledge and critical thinking which had not developed among these children who were still is the concrete operational stage.

Prajapat (1996), in his Ph.D. study tried to assess the effect of programmes developing awareness of standard IV. The major objectives of the study were

To prepare the programmes for developing awareness towards environment.

To develop environmental awareness among the pupils of standard IV based on programmes.

To study the effect of IQ on environmental awareness of pupils of standard IV.

The researcher used (random) purposive sampling from primary private schools of Gandhi Nagar (Gujarat) and used a Environmental Awareness Questionnaire for data collection and applied the statistical techniques i.e. t- test and ANOVA for data analysis.

The major findings of the study were:

Pre-acquired initial environmental awareness played much more role in enhancement of environmental awareness of the pupils of standard IV.

Programmes developed about environmental awareness were an indirect successful means for environmental awareness of pupils of standard IV.

There is no significant effect of IQ's on the environmental awareness among pupils of standard IV. Most remarkable effect of programme was to see that the pupils of all the groups were more enthusiastic and zealous towards receiving the education through programmes rather than through the text books.

Rai (2000), in his research titled, "Role of education and cultural practices in creating environmental awareness" tried to assess the impact of education in creating environmental awareness among people and to analyze the role of education for awareness of environmental problems. For his study, researcher used a purposive sample of 160 students from secondary schools. A self-mode questionnaire was used for collection of data and the collected data were analyzed using χ^2 test.

The major findings of the study were:

Students with high academic achievement in schools have greater awareness towards environment.

No significant difference regarding environmental concern among both boys and girls students were found.

Victoria (1987), in her M.Ed. dissertation titled, "A study of environmental knowledge awareness and attitude of high school tribal students", have tried

To assess the environmental knowledge, environmental awareness and environmental attitude of high School tribal students in grades IX, X and XI.

To determine whether there is any difference in environmental knowledge, environmental awareness and environmental attitude of high school tribal boys and girls in grades IX, X and XI.

To find out the relationship between environmental knowledge, environmental awareness and environmental attitude of high school tribal students.

Sample of tribal boys (146) and tribal girls (34) was taken purposefully from various tribal zones of M.P. and self made environmental awareness, attitude scale and open ended questionnaire was used to collect the data and the mean, 'r' standard deviation 't' values are applied on collected data the major findings of the study were

The level of environmental knowledge of high school tribal male students was higher than those of high school tribal female students in each grade and groups studied.

The high school tribal students have a high level of environmental awareness.

The level of environmental awareness of high school tribal male student was higher than that of high school tribal female students.

There is no significant correlation between environmental knowledge, environmental attitude and environmental awareness of tribal students.

II.2 Related Studies conducted in Abroad

Jacobson and Beaver (1985) applied the Guttman Jardon Facet theory to assess attitude towards environmental education of grade VI students in middle to upper middle class island community. It was observed that

Resident camping programme may be significant to develop more positive attitude towards the environment among elementary students through participation in it.

In their study it was found that the actual behaviors score among academically gifted students were high.

No significant difference on sex basis was observed.

- ✧ **Tewksbary and Harris (1982)** in their study of elementary schools with slightly different programmes of Environmental education in each school observed that children in schools that spend more than five hours per week on Environmental education, had a significantly higher average score on environmental knowledge

test. This addressed basis concept that those who did not have Environmental education programme. Other implications drawn from the results were that

A number of hours must be developed to a programme of environmental education of such a programme is to be effective.

The availability to outdoor facility did not affect the level of knowledge.

Correlation were computed between the knowledge score for each student and other variables namely amount of time spent for watching nature oriented programmes, reading nature oriented magazines and the number of outdoor outings. Results implied that environmental knowledge is not related to media exposure or participation in outdoor outings.

II.3 Summary

After reviewing all above literature, researcher finally concluded that, ultimate aim of Environmental Education is to develop certain environmental behavior and attitude towards environment as well as inculcate environmental values amongst young minds.