

CHAPTER V

SUMMARY, CONCLUSION, AND SUGGESTIONS



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RESEARCH SUMMARY, CONCLUSION, AND SUGGESTIONS

5.1 INTRODUCTION

In this chapter, summary, findings, conclusions, and recommendations are presented. This is followed by the educational implications based on the findings of the study. Recommendations for further researches on related area have also been outlined.

5.2 STATEMENT OF THE PROBLEM

This study deals with “A Study of Environmental Awareness and Eco-Friendly Behaviour of Secondary Students.”

5.3 OBJECTIVES OF STUDY

1. To study the current level of environmental awareness of secondary school students.
2. To study the current level of eco-friendly behaviour of secondary school students.
3. To study the relationship between environmental awareness and eco-friendly behaviour of the secondary school students.

4. To study the relationship between science achievement and environmental awareness of secondary school students.
5. To study the relationship between eco-friendly behaviour and science achievement of secondary school students.

5.4 HYPOTHESES

1. There is no significant relationship between environmental awareness and eco-friendly behaviour of secondary school students.
2. There is no significant difference in environmental awareness between boys and girls of secondary schools.
3. There is no significant difference in eco-friendly behaviour of boys and girls of secondary schools.
4. There is no significant relationship between science achievement and environmental awareness of secondary school students.
5. There is no significant relationship between science achievement and eco-friendly behaviour of secondary school students.

5.5 VARIABLES

- a. Dependent variable
 - i. Environmental awareness
 - ii. Eco-friendly behaviour
- b. Independent variable
 - i. Gender-Male/Female
 - ii. Science achievement

5.6 SAMPLE

A sample of 280 students of 4 C.B.S.E. schools in Bhopal city was selected using random sampling technique. There were 50% girls and 50% boys.

5.7 RESEARCH INSTRUMENT

In this study, two types of research instruments were used for the collection of data.

1. Environmental awareness scale

Environmental awareness scale constructed and validated by Dr. Haseen Taj was used to study the status of environmental awareness of secondary school students.

2. Eco-friendly behaviour scale

Eco-friendly behaviour scale constructed and validated by Archana Singhal, Urmila Verma, Pradeep K Singhal, Jabalapur was used to measure current level of eco-friendly behaviour of secondary school students.

5.8 ANALYSIS OF DATA

For this study, mean, standard deviation (S.D.), t-test, correlation, percentage, etc. statistics was used for analysis of the data.



5.9 MAJOR FINDINGS OF THE STUDY

1. Secondary school students have high level of environmental awareness.
2. Secondary school students have average level of eco-friendly behaviour.
3. There is significant relationship between environmental awareness and eco-friendly behaviour of the secondary school students.
4. There is no significant difference in environmental awareness between boys and girls of secondary schools.
5. There is no significant difference in eco-friendly behaviour between boys and girls of secondary schools.
6. There is no significant relationship between environmental awareness and science achievement of secondary school students.
7. There is no significant relationship between eco-friendly behaviour and science achievement of secondary school students.

5.10 CONCLUSION OF THE STUDY

The study revealed that secondary school students have good knowledge of environmental issues and their eco-friendly behaviour is also average but as we know that environmental degradation and pollution is on increasing mode so every individual should have high eco-friendly behaviour.

Student need to be sensitized towards protecting and preserving environment being aware of its importance for survival of mankind. The knowledge of environmental action strategy and intention to act give the person a sense of being able to make changes through his or her own behaviour.

The correlation between environmental awareness and eco-friendly behaviour was not very high. Conclusively, it is suggested that the environmental awareness does not predict the eco-friendly behaviour of students. The differential analysis done by the use of 't' value shows that the independent variable gender has not influenced their levels of environmental awareness and eco-friendly behaviour in any way.

As result revealed that there is a significant relationship among science achievement, environmental awareness, and eco-friendly behaviour. It can be interpreted that a person with scientific attitude can contribute more in protection and conservation of environment.

5.11 EDUCATIONAL IMPLICATIONS

OR

ECO-FRIENDLY STRATEGIES IN SCHOOLS

We can use the following strategies to increase environmental awareness, attitude, and practices

1. Environmental education should not be treated as an independent subject in school, but we taught as a hidden curriculum in each and every subject in the form of environmental ethics.
2. Environmental education shall be treated as 'utmost concern' rather than just a 'subject' for syllabus coverage and examination.
3. It is not just enough to create or develop environmental awareness/knowledge/consciousness, but that should be converted into

‘attitude and action’ and later into ‘problem solving skills’ among students.

4. It is high time to develop ‘spiritual attitude’ on environment with imparting ‘value based environmental education’.
5. Develop rational attitude and sensitise students to take ‘environmental friendly’ decisions for judicious use of environmental resources; apply (3rs) reuse, refuse, and recycle in life; avoid using bio-non-degradable things in their lives.
6. Life skills such as ‘empathy’, ‘decision making’, ‘critical thinking’, ‘being assertive’, ‘creative thinking’, ‘understanding others’, ‘self awareness’, etc shall be developed among students which directly contribute for environmental conservation.
7. New, innovative, participatory, multisensory, and action-oriented interactive methods and approaches of imparting environmental values shall be developed and used.
8. Environmental education shall be treated with holistic approach so as to develop ‘holistic perspectives’ on environment so that students understand the sensitive relationship among physical, biological, and socio-cultural dimensions of environment.
9. Establish environment club/green club/eco-clubs in educational institutions and involve students in action-oriented/field-based environmental activities.
10. Village education committee (VEC) and school development and monitoring committee (SDMC) members shall be sensitized on environmental issues, specially local environment problems.
11. Special training should be given to teachers to develop environmental awareness and attitude in students as well as to promote the best environmental behaviour and practice of the students.

12. More weightage should be provided to environmental aspect at relevant place in science curriculum.
13. There should be environmental code of conduct in school campus for the students as well as teachers.
14. Cultural programs are powerful and the most effective means to develop the environmental awareness and eco-friendly behaviour in schools.
15. Person who acts against the environmental code of conduct should be warned and punished to restrict them from the destroying the balance and eco-friendly relationship between human and environment.
16. Specified co-curricular activities like poster display, essay, and quiz competition may be organized to strengthen the environmental awareness and participation.
17. Other activities like wall magazine, environmental corner, creative writing and painting related to nature and environment should be developed.
18. There should some kind of field trips for the understanding of concepts like rain-water harvesting and recycling techniques.
19. "Restricting consumerism and reuse and recycling of finite resources" like issues should be discussed in a group talk in schools.
20. "The environmental movement is an expression of fundamental change in man's perception of life on earth. The evidence of this change has appeared at every level of social organizations—local, regional, national, and international." School is a true local social organization.
21. Children can be involved in small action-oriented project related to natural resources accounting, land use, monitoring of air, water, and soil quality; economics of management; and household waste etc.

22. Comprehensive training for school children can be provided to do experiments and projects to understand the importance of biodiversity for their environment.
23. Children can be trained and involved in bio-degradable organic waste management through vermi-compositing.
24. Small hand-on kits can be prepared and distributed among the children for monitoring and control of pollution.
25. New patterns of behaviour of individuals, groups, and society should be developed as a whole towards the environment.
26. Besides formal environmental education children need to be taught practical aspect.
27. Provide every student with the opportunities to acquire knowledge, values, attitudes, commitment, and skills needed to protect and improve environment.

5.12 SUGGESTIONS FOR FURTHER STUDIES

1. The same kind of study can be conducted on teacher as well.
 2. The study can also be done on the gifted and creative children.
 3. A longitudinal study can be conducted by subjecting and interventional package on environment.
 4. The study can also be done as a comparative study among tribal, rural, and urban students.
 5. The study can also be done as a comparative study between science and non-science students.
 6. The study can be undertaken with a large sample for précised result.
 7. A study can also be done by correlating the different personality traits of the students with different aspect of environmental education.
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