

CHAPTER-IV

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS AND FINDINGS

4.0.0 INTRODUCTION

The first chapter deals with the introduction, conceptual framework, rationale of the study, objectives, hypotheses and delimitations of the research. The second chapter deals with the review of related literature. The methodology, sample, design, tools and procedure of data collection and statistical techniques used for the analysis of data have been presented in detail in Chapter-III. The present chapter is devoted to the presentation of data, analysis, results and their interpretations. Objectives-wise results and its interpretations are presented, below, under separate captions.

4.1.0 ENVIRONMENTAL AWARENESS OF CLASS IX STUDENTS OF BHADRAK DISTRICT

The first objective of the investigation was to study the Environmental Awareness of class IX students of Bhadrak District of Odisha. The data related to the Environmental Awareness were collected with the help of Environmental Awareness Measurement tool that developed by Dr. Mishra and Dr. Pandya. The maximum mark of Environmental Awareness Measurement was 250 and minimum was 50. The data were analyzed with the help of Mean, SD, and Range. The results are presented in Table 4.1, below.

Table – 4.1: N, Percentage of Environmental Awareness Measurement of Class IX Students

Environmental Awareness	Total Students	Mean	Percentage
	72	151	60.4%

Table – 4.2: N, Percentage of Environmental Awareness Knowledge of Class IX Boys and Girls

Environmental Awareness	Gender	N	Percentage
	Boys	31	62.10%
	Girls	41	58.54%

On the analysis of Table 4.1, the mean score of Environmental Awareness Scale of Bhadrak district is M-151, N-72, and the percentage of Environmental Awareness knowledge of class IX students (60.4%) have a high level of Environmental Awareness this may be due to inclusion of environment contact in the integrated curriculum of EVS and role of media.

On the analysis of Table 4.2, the percentage of Environmental Awareness Knowledge of class IX Boys and Girls of Bhadrak district shows that the Boys have 62.10%, the high level of Environmental Awareness Knowledge than Girls i.e. 58.54%. We may say that Boys and Girls differ significantly in their awareness for Environment. These shows the Boys are more expose to the Environmental Awareness then the Girls. These shows the Boys are more caution about the Environment.

Findings: The Boys have high level of Environmental Awareness Knowledge than Girls.

4.2.0 EFFECT OF AREAS ON ENVIRONMENTAL AWARENESS OF CLASS IX STUDENTS

The second objective of the investigation was to study the effect of areas on the Environmental Awareness of class IX students of Bhadrak District of Odisha. The data were analyzed with the help of Mean, SD, and t-value. The results are presented in Table 4.3 and Table 4.4, below.

Table – 4.3: Mean, SD, N and Standard Error of Mean for Environmental Awareness Measurement of Class IX Students of Urban and Rural area of Bhadrak District

Environmental Awareness	AREA	N	Mean	Std. Deviation	Std. Error Mean
	Urban	21	153.00	13.187	2.878
	Rural	51	149.04	12.257	1.716

Table – 4.4: t-value for Environmental Awareness Measurement of Class IX Students of Urban and Rural area of Bhadrak District

Environmental Awareness	Area	N	Mean	SD	t	df	Sig
	Urban	21	153.00	13.187	1.219	70	0.227
	Rural	51	149.04	12.257			

Table 4.3, shows that the N, Mean, Standard Deviation and Standard Error for the mean score of Environmental Awareness Scale of Urban Students of class IX of Bhadrak District is 21, 153, 13.187 and 2.878 and of Rural students of class IX of Bhadrak District is 51, 149.04, 12.257 and 1.716 respectively.

The mean score of Environmental Awareness in Urban students is more than the mean score of Rural students. The SD of Environmental Awareness in Urban students is more than the SD of Rural students. Therefore it can be said that the score of Urban students was more concentrated around the mean as compared to the Rural students scores of Environmental Awareness.

On the analysis of Table No. 4.4 the mean score of Environmental Awareness Scale of Urban Student (Mean = 153; N = 21) and of Rural students (Mean = 149.04; N = 51) and $t = 1.219$ which is insignificant. Therefore, the Hypothesis “There is no Significant difference between Rural and Urban students with regards to Environmental Awareness” is retained means Urban and Rural students do not differ in their Environmental Awareness. However both the groups have a high level of Environmental Awareness this may be due to inclusion of environment contact in the integrated curriculum of EVS and role of media. This may be that now rural area is very close to urban area and most of the teachers come from urban area. The knowhow of the students is very vast. They used to listen Radio, watch T.V. and movies and also read newspapers.

Findings: Urban and Rural students do not differ in their Environmental Awareness.

4.3.0 EFFECT OF GENDER ON ENVIRONMENTAL AWARENESS OF CLASS IX STUDENTS

The third objective of the investigation was to study the effect of gender on the Environmental Awareness of class IX students of Bhadrak District of Odisha. The data were analyzed with the help of Mean, SD, and t-value. The results are presented in Table 4.5 and Table 4.6, below.

Table – 4.5: Mean, SD, N and Standard Error of Mean for Environmental Awareness Measurement of Boys and Girls of Class IX Students of Bhadrak District

Environmental Awareness	Gender	N	Mean	Std. Deviation	Std. Error Mean
	Boys	31	155.26	11.605	2.084
Girls	41	146.37	12.029	1.879	

Table 4.6: t-value for Environmental Awareness Measurement of Boys and Girls of Class IX Students of Bhadrak District

Environmental Awareness	Gender	N	Mean	SD	df	t-value
	Boys	31	155.26	11.60	71	3.153
	Girls	41	146.37	12.02		

Table 4.5, shows that the N, Mean, Standard Deviation and Standard Error for the mean score of Environmental Awareness Scale of Boys of class IX of Bhadrak District is 31, 155.26, 11.605 and 2.084 and of Girls of class IX of Bhadrak District is 41, 146.37, 12.029 and 1.879 respectively.

The mean score of Environmental Awareness in Boys is more than the mean score of Girls. The SD of Environmental Awareness in Boys is more than the SD of Girls. Therefore it can be said that the score of Boys was more concentrated around the mean as compared to the Girls scores of Environmental Awareness.

On the analysis of Table No. 4.6 the mean score of Environmental Awareness Scale of Boys (Mean = 155.26; N = 31) and of Girls (Mean = 146.37; N = 41) and $t = 3.153$ which is significant at $p < .05$ level. It shows the Boys are more aware of Environment

than the Girls. Therefore “There is no significant difference between Boys and Girls with regards to Environmental Awareness” is rejected. We may say that Boys and Girls differ significantly in their awareness for environment. This shows that the Boys are more expose to the Environmental Awareness then the girls. The Boys get information through holdings display advertisement of Environment Awareness. This may be because of the inclusion of Environment content in the integrated curriculum of EVS and role of media.

Findings: Boys are more aware of Environment than the Girls.

4.4.0 SUMMARY

Environmental Awareness of students affects the whole academic life of the students. This is not only limited to school achievement alone but in each and every activity within the four walls of the school. Analysis of the data here reveals that in this study variable like Gender, Area failed to show any significant differences.