

## **CHAPTER II**

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# **REVIEW OF RELATED LITERATURE**

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#### **2.1 INTRODUCTION**

Research takes advantage of the knowledge which has accumulated in the past as a result of constant human endeavour. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. A careful review of the research journal, books, dissertations, thesis, and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study. A review of related literature must precede any well planned research study.

#### **2.2 PURPOSE OF THE REVIEW**

Review of the related literature; besides, allowing the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research, serves the following specific purposes.

The review of the related literature enables the researcher to define the limits of his field. The knowledge of related literature, brings the researcher up-to-date on the work which others have done and thus to state the objective clearly and concisely. By reviewing the related literature, the researcher can avoid unfruitful and useless problem area. He can select those areas in which positive findings are very likely to result and his endeavours would be likely to add to the knowledge in a meaningful way. By reviewing the related literature,

the researcher can avoid unintentional duplication of well established findings. It is no use to replicate a study when the stability and validity of its results have been clearly established.

The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies. The advantage of the related literature is also to provide insight into the statistical methods through which validity of results is to be established.

The final and important specific reasons for reviewing the related literature is to know about the recommendations of previous researchers listed in their studies for further researches.

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

The review of the literature in educational research provides us with the meaning of getting the frontier 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 the literature in any field forms the foundation upon which all future work must be built. If we fail to built this foundation of knowledge provided by the review of literature, our work is likely to be shallow and will often duplicate work that have already been done better by someone else.

Although the importance of a thorough review of literature is obvious to someone, this task is more frequently cited than any other phase of research. We must always be tempted to let a sketchy review of literature suffice so that we can get started sooner on our research project. We, however, should make every effort to complete our thorough review before starting our research because the insights and knowledge gained by the review almost inevitably lead to be a better designed project and greatly improve the chances of obtaining important and sufficient result.

## **2.3 REVIEW OF LITERATURE**

In this chapter, the researcher intends to scan the previous study that have been conducted in the selected area, some studies are –

### **REVIEWS**

1. **Bhattacharya, G.C. (1996).** “A study of environmental awareness among primary grade girl students and their parents in Varanasi”. Findings: 1. No difference was found in case of grade III and V girl students in terms of their environmental awareness and in term of orientation, attitude and the responsibilities towards the environment. 2. A good correlation was found between class III and V girl students and their parents.
2. **Bhattacharya, G.C. (1997).** “Environmental awareness among higher secondary students of science and non-science streams”. Findings: 1. Students belonging to the science discipline were comparatively better than in terms of their environmental awareness as compared to non-science students. 2. Science students were better on dimension on environmental awareness, namely, environmental orientation and

environmental responsibility as compared to non-science students. 3. Formation of attitude towards any issue or object may not depend upon the nature of discipline and a formal instructional situation as well as of curriculum structure. 4. Female groups of higher secondary students were better than their male counterpart in environmental awareness.

3. **Rai, Dhananjay Kumar. (2000).** "Role of education and cultural practices in creating environmental awareness". Major findings: 1. Students with high achievement in school have greater awareness towards environment. 2. Both girls and boys student were equally aware regarding environmental issues. 3. Both rural and urban students showed non-significant difference in their concern for environment.
4. **Grewal, Gupta, and Rajput (1981).** "Environmental awareness among children of Formal rural schools, Informal urban and non-formal schools". Findings: 1. All types of schools displayed the same level of environmental awareness about certain aspects.
5. **Dallal Usha.** "Environmental awareness among senior secondary level students". Findings: 1. Students of government and public schools have similar environmental awareness. 2. Male and female students of government and public schools are similar on the environmental awareness. 3. Science students of government and public schools have higher environmental awareness than art students. 4. The students of government and public schools having access to media are higher on environmental awareness ability than those who do not have access to media.
6. **Kaur Devendar.** "A study of environmental awareness sensitivity, attitude and action strategies in relation to locus of control of prospective and in service teachers". Major findings: 1. There was a significant difference between environmental knowledge of prospective and in

service teachers. In service teachers exhibited better environmental knowledge than prospective teachers. 2. There was significant difference between environmental attitude of prospective and in service teachers. In service teachers exhibited better environmental attitude than prospective teachers. 3. In service teachers exhibited better environmental strategies than prospective teachers.

7. **Sharma (1981).** Conceptualized the generation of environmental awareness among school children, college youth and general public. According to him teaching at home by parents to their children below 12 years might prove very deep and lasting their learning to be merciful to plants and animals.
8. **Sharma Seema (1982).** A study on environmental knowledge, awareness, and attitude of rural and urban children according to their geographical locale and sex. Findings: Urban students have more environmental knowledge, awareness, and attitude when compared to rural students.
9. **Pandey Sushma (2007).** “Environmental awareness among rural and urban children – a comparative study”. University news, January, New Delhi. Findings: 1. The result revealed that majority of students did not appear to have much knowledge of the environmental related issues and problems. 2. Urban students had better knowledge rural students.
10. **Shahnawaz (1990).** “Environmental awareness and environmental attitude of secondary and higher secondary school teachers and students”. Findings: 1. The study revealed that 95% teachers and 94% students possessed positive environmental attitude. 2. Environmental trained teachers and untrained teachers did not differ in their attitude. 3. Urban and rural teachers and students did not differ in their environmental attitude and awareness.

11. **Anuradha (1978)**. “Awareness about environmental pollution”. Major Findings: 1. No significant difference was found between boys and girls in terms of awareness about environmental pollution. 2. Better awareness was found in private school students as compared to government school students.
12. **Pradhan (2002)**. “A study of environmental awareness among secondary school teachers”. Major Findings: 1. Significant difference was found among social science, language, and science teachers. 2. Environmental awareness of science teachers was found better than social science and language teachers. 3. Environmental awareness of social science teachers and language teachers was not found very significant. 4. Teachers of urban schools are more aware about environment and environmental problems. 5. No significant difference in environmental awareness was found between male teachers and female teachers.
13. **Nigam Pushpendra Kumar (1992)**. “A study on environmental awareness and role imagination of school and college students with regard to their socio-economic status in Rewa division”. Major Findings: 1. The result revealed that the secondary school students had enough knowledge but lacked awareness on certain burning issues. 2. The students with good socio-economic status got better educational opportunities and hence better awareness level.
14. **Patel (1999)**. “A study of environmental awareness of teachers in primary schools in Dong district in Gujarat. Major Findings: 1. Environmental awareness level of male teachers is better than female teachers. 2. Environmental awareness is good in teachers who have more than five years experience. 3. Environmental awareness level of graduate teachers is better than elementary teachers.

15. **Patel & Patel (1994)**. A study of environmental awareness of primary school teachers with regards to locale, educational experience and sex. Major Findings: 1. Experienced urban school teachers have more environmental awareness than less experienced rural school teachers.
16. **Abdul Wahab Shaheb**. "A preliminary investigation into the environmental awareness of the Omani public and their willingness to protect the environment". Major findings: 1. The results showed that the basic environmental knowledge was found to be high. 2. The study found that the public had a higher level of environmental awareness and their willingness to protect the environment.
17. **Grodzilka Malgerzata, Friendlien, Jurczakand, and Katarzyna**. "Environmental knowledge and awareness in secondary Polish education. Major Findings: The findings showed a low level of environmental knowledge among all the investigated students (mainly towards municipal solid waste management).
18. **Minton Ann P. and Rose Randeoll L.** "The effect of environmental concern on environmentally consumer behaviour, an explanatory study". The objective of explanatory study was to investigate the relative effects of environmental concern (a general attitude) and social norms pertaining to concern for the environment on 3 consumer behaviour and 6 behavioural intentions. Major findings: 1. Significant effects of environmental concerns, the personal norm and the injunctive norm on the behaviour and behavioural intentions. 2. Personal norm had the primary influence on the behaviour while the attitude had the primary influence on behavioural intention.
19. **Jacobson and Beaver (1984)**. Studied "the Guttman Jordan Facet theory towards the environmental attitude of 6<sup>th</sup> grade students in a middle class island community". Major findings: 1. Resident camping programs may



be influential in developing more positive attitude towards the environment among elementary students.

## 2.4 SUMMARY

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After reviewing all above literature researcher finally came across the conclusion that there are many research work done on environmental awareness which is a theoretical aspect of environmental knowledge but the behavioural aspect of environment i.e. participation is untouched so researcher made a conclusion that there is a need to study the behavioural aspect of environmental knowledge in the form of eco-friendly behaviour and its relationship with environmental awareness.