



*Review of Related
Literature*



Chapter II

Review of Related Literature

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2.1 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 in the physical nature or social sciences.

The review of the literature in educational research provides us with the means 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 build this foundation of knowledge provided by the review of the literature, our work is likely to be shallow and will often duplicate work that has already been done better by someone else.

Although the importance of a thorough review of literature is obvious to everyone, this task is more frequently sighted than any other phase of research. We must always be tempted to let a sketchy review of the literature suffice so that we can get started sooner on our research project. We, however, should make every effort to complete a through 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 results.



2.2 Related Studies in India

➤ **Anuradha, (1978)** in her study on “Awareness about pollution” took as her sample student from private and government school of Bhopal .The main conclusions from her study were as follows:

- 1) Grade six students of the four schools though aware of the terminology, needed more instruction in these areas. though they were aware of the harm caused by environmental pollution, they lacked information.
- 2) No significant differences were found on the basis at gender.
- 3) No significant differences existed between the awareness level of students in different aspects of pollution on pre and post test level.
- 4) The performance of the private schools was found to be better than that of government schools.

➤ **Bhattacharya G.C, (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

- 1) To find out he level of environmental awareness among parents and their girl students studying at grades III &V in Varanasi.
- 2) 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.



- 3) The sample of 290 students of III grade & 180 students of V grade with inter 269 parents was taken from Varanasi for study. The collected data was analyzed using 't' value and coefficient of correlation.

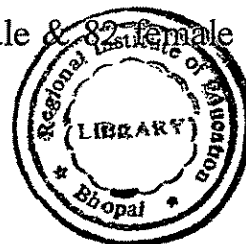
The major findings of the study were.

- 1) No sex difference was found in case of grade III and V girls students in terms of their environmental awareness.
- 2) No sex differences were found in case of grades III and V girls students in terms of orientation, attitude and the responsibility towards environment.
- 3) The coefficient of correction was found to be significant in the case of environmental awareness of grade III and V girls students and their parents.

➤ **Bhattacharya G.C, (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 of Varanasi belonging to science and non-science streams, in terms of their environmental orientation attitude and environmental responsibility.

Researcher has used a random cluster sampling technique from western U.P. region and take a sample of 118 male & 82 female students of both science & 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, SD, and 't' test.

The major findings of the study were :

1. Students belonging to the science discipline were comparatively better in terms of their environmental awareness as compared to non-science students.
2. Science students were better on dimensions of 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 the formal instructional situation as well as of curriculum structure.
4. Female groups of higher secondary students were better than their male counterparts in environmental awareness.

➤ **Gupta, Grewal & Rajput, (1981)** Researcher observed that, children in the 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 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.

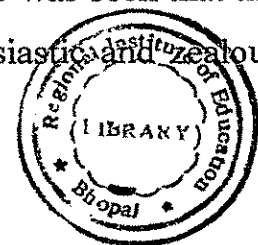
The major objective of the study were:

1. To prepare the programmes for developing awareness towards environment among the pupils of standard IV.
2. To develop environmental awareness among the pupils of standard. IV.
3. To study the effect an I.Q. on the environmental awareness' of the pupils of standard IV.
4. To study the effect of sex on the environmental awareness of the pupils of standard. IV.

The researcher used (random) purposive sampling form primary privates schools of Gandhinagar, Gujarat and used a Environmental Awareness Questionnaire for data collection & applied the statistical techniques of the 't' test and ANOVA for analysis of the data.

The major findings of the study were :

1. Pre-acquired initial environmental awareness played much more role in enhancement of environmental awareness of the pupils of standard V.
2. Programmes developing environmental awareness was an indirect successful means to develop the environmental awareness of the pupils of standard V.
3. There is no significant effect of IQ's and sex on the environmental awareness of pupils of standard V.
4. The most remarkable effect of the programme was seen that the pupils from all the groups were more enthusiastic and zealous



towards receiving the education through programmes rather than through the text -books.

- **Rai, Dhananjay Kumar,(2000)** In his study titled, “Role of education and cultural practices in creating environmental awareness”, tried to access 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-made questionnaire was used for collection of data and the collected data was analyzed using Chi-Square.

The major findings of this study were :

1. Students with high academic achievement in schools have greater awareness towards environment.
2. Both boys and girls students were equally aware regarding environmental issues.
3. Both rural and urban students showed non-significant difference in their concern for environment.

- **Rajput,(1980)** In “project environment” conducted on third & fourth graders of government school of Bhopal city observed that teaching science through environmental approach have increased awareness of children in these grades.



➤ **Victoria Muwonge,(1987)** In her M.Ed. dissertation titled, “A study of environmental knowledge awareness and attitude of high school tribal students”, have tried :

1. To assess the environmental knowledge environmental awareness and environmental attitude of High school tribal students in grades IX, X & XI.
2. To determine where there is any difference in environmental knowledge, environmental awareness and environmental attitude of high school tribal boys and girls in grads IX, X and XI.
3. To find out if there is any relationship between environmental knowledge, environmental awareness and environmental attitude of high school tribal students.

The sample of 146 tribal boys and 34 tribal girls was taken purposefully from different 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’, S.D., ‘t’ values are applied on collected data. The major findings of the study were :

1. The level of environmental knowledge of high school tribal male students was higher than that of high school tribal female student in each grade & groups studied.
2. The high school tribe students had a high level of environmental awareness.
3. The level of environmental awareness of high school tribal male student was higher than that of high school tribal female students.

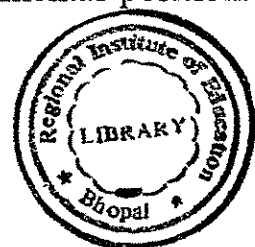


4. There is no significant correlation between environmental knowledge, environmental attitude and environmental awareness of tribal students.

2.3 Related Studies Abroad

- **Jacobson and Beaver, (1984)** Applied the Guttman Jordon Facet Theory to assess attitude towards the environment of sixth grade students in a middle to upper middle class island community, it was observed that :
 1. Resident camping programme may be influential in developing more positive attitude towards the environment among elementary students participation in it.
 2. In their study the gain in score found on the cognitive level “of attitude behaviour was most apparent on the actual behaviour level” of Guttman. Jordan Paradigm. This gain in actual behaviour appeared most clearly among the academically gifted students.
 3. The study found no significant difference on the basis of sex.

- **Kinset and Wheatley,(1984)** observed that courses in environmental studies did not affect one’s attitude towards environmental issues. A possible conclusion drawn from this was that the attitude of school age students is affected only minimally by additional environmental knowledge. However, knowledge learned in environmental studies courses resulted in an increase in the weighted defensibility and number of alternatives chosen to support an environmental position.



These results are evidence that students are assimilating knowledge gained in the course (cognitive domain) with a support system for their attitude towards environment (affective domain).

- **Muttaqi,(1991)** Observed that during an attempt to develop an ecology curriculum which was suitable and effective in creating environmental literacy and attitude among the students of secondary school of grade VI, VII and VIII from some selected schools of Bangladesh.

The major findings of the study were :

- 1) There was no correlation between the gain in ecological knowledge and the change in attitude towards environment.
- 2) Rural students possessed significantly less ecological knowledge.
- 3) Rural students showed more favourable attitude towards environment than the urban students of the same grade.
- 4) There was significant difference in the level of ecological knowledge of boys and girls, the girls possessed more knowledge than the boys.
- 5) The difference in attitude towards environment between the rural and urban girls was significant in majority of grades.

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



concepts than those who did not have environmental education programme. Other implications drawn from the results were that :

1. A number of hours must be developed to a programme of environmental education of such a programme is to be effective
2. The availability to out door facility did not seem to affect the level of knowledge.

Correlations were computed between the knowledge score for each student and three other variables namely amount of time spent for watching nature oriented programmes, amount of time spent for 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.

2.4 Summary

After reviewing all above literature researcher finally came across the conclusion that there is need to study the correlation of scholastics achievement in science with environmental attitude and environmental practices because the ultimate aim of teaching environmental concepts through science subject is to develop certain environmental values amongst young minds.

