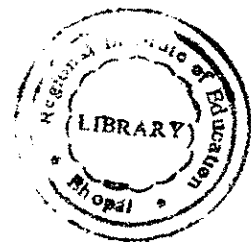


*Conclusions &
Suggestions*



CHAPTER – V

Conclusions and Suggestions

- 5.1 Introduction
- 5.2 Objectives of the Study
- 5.3 Hypotheses of the Study
- 5.4 Variables
- 5.5 Sample
- 5.6 Tools
- 5.7 Analysis of Data
- 5.8 Major Findings
- 5.9 Conclusions
- 5.10 Eco- Friendly Strategies
- 5.11 Suggestions for further study



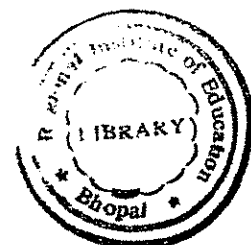
5.1 Introduction:-

This chapter includes the findings and conclusion of the present study on the basis of the analysis and interpretation of the data collected. The investigator derived some findings regarding the correlations between scholastic achievement in science environmental attitude and environmental practices.

5.2 Objectives

The objectives of the study are: -

- To study the correlation between scholastic achievement in science and environmental attitude of VIII grade students.
- To study the correlation between scholastic achievement in science and environmental practices of VIII grade students.
- To study the correlation between environmental attitude and environmental practices of VIII grade students.
- To study the difference between scholastic achievement in science of VIII grade urban students and rural students.
- To study the difference between environmental attitude of VIII. Grade urban students and rural students.
- To study the difference between environmental practices of VIII grade urban students and rural students.
- To study the difference between scholastic achievement in science of VIII grade boys and girls students.
- To study the difference environmental attitude of VIII grade boys and girls students.
- To study the difference environmental practices of VIII grade boys and girls students.



5.3 Hypotheses of the Study.

The hypotheses of the study were :

- HO¹** - There is no significant correlation between scholastic achievement in science and environmental attitude of VIII – grades students.
- HO²** - There is no significant correlation between scholastic achievement in science and environmental practices of VIII – grade students.
- HO³** - There is no significant correlation between environmental attitude and environmental practices of VIII – grade students.
- HO⁴** - There is no significant difference between scholastic achievement in science of VIII – grade urban students and rural students.
- HO⁵** - There is no significant difference between environmental attitude of VIII – grade urban students and rural students.
- HO⁶** - There is no significant difference between environmental practices of VIII – grade urban students and rural students.



HO⁷ - There is no significant difference between scholastic achievement environmental attitude of VIII – grade boys and girls students.

HO⁸ - There is no significant difference between environmental attitude of VIII – grade boys and girls students.

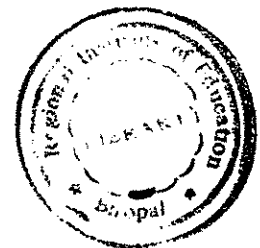
HO⁹ - There is no significant difference between environmental practices of VIII – grade boys and girls students.

5.4 Variables

In this study the researches just aimed to examine the correlation of the scholastic achievement in science (SAS) and environmental attitude (En. At.), Therefore there are neither dependent nor independent variables, Researcher for his convenience termed then as just variables Besides this sex, locality and the medium of instructions of the students are also dealt as variables which were also taken into account during research.

List of variables:-

- Scholastic Achievement in Science (SAS)
- Environmental Attitude (En. At.)
- Environmental practices (En. Pr.)
- Sex
- Locality
- Medium of instruction.



5.5 Sample

For this study the researcher has used a purposive stratified sampling. In all there were 239 students (Boys and girls) of VIII grade from three different schools of Ambajogai, Tahsil, two of them from Ambajogai city (urban area) and one of them from Girvali village (rural area)

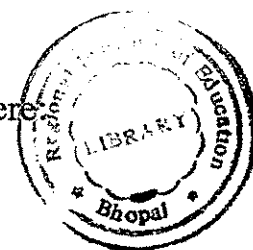
The schools chosen for sampling were :

1. Yogeshwari Nutan Vidyalaya, Ambajogai
2. Smt. Godavaribai Kunkulol Yogeshwari Kanya Shala, Ambajogai.
3. Zilla Parishad Prashala, Girvali
 - Out of 239 students 131 boys and 108 girls were taken for the study
 - Out of 131 boys 93 boys were taken from urban area and 38 boys were taken from rural area
 - Among 108 Girls 86 girls were taken from urban area and 22 girls were taken from rural area.
 - Sex, locality and medium of instruction are the three main strata, which were taken into consideration for this purposive sampling.

5.6 Tools

The tools used by the researcher for this study were

- 1) Environmental Attitude Scale
- 2) Environmental Practices Questionnaire.
 - i) **Environmental Attitude Scale**:- This was the self constructed 5 point lickert scale. There were total 30 items out of which 16 items were positive and 14 items were negative statements. The items were related to those



environmental concepts which the students have studied in last three years.

- ii) **Environmental Practices Questionnaire**:- This open ended questionnaire consists of total 20 items. Each item is related to the day-to-day practices of the students which directly or indirectly related to environment.

5.7 **Analysis of Data** :

The collected data has been analyzed using the descriptive statistical technique like Mean, Standard Deviation etc. and some quantitative analysis like Pearson's coefficient of correlation 'r' and 't' value etc.

5.8 **Major Findings of the Study**

The major findings of the study are as follows :

- There is significant correlation between scholastic achievement in science and environmental attitude of VIII grade students.
- There is no significant correlation between scholastic achievement in science and environmental practices of VIII grade students.
- There is no significant correlation between environmental attitude and environmental practices of VIII grade students.
- There is significant difference between scholastic achievement of VIII grade Urban students and rural students urban students have higher scholastic achievement in science.
- There is no significant difference between environmental attitude of VIII grade urban students and rural students.





- There is no significant difference between environmental practices of VIII grade urban students and rural students.
- There is significant difference between scholastic achievement in science of VIII grade boys & girls; girls have higher scholastic achievement in science than that of boys.
- There is no significant difference between Environmental Attitude of VIII grade boys and girls.
- There is significant difference between environmental practices of VIII grade boys and girls. Girls have greater environmental practices than that of boys.

5.9 **Conclusion:**

The researcher in the present study came to the conclusion that there is significant relationship between scholastic achievement in science and environmental attitude of eight graders but at the same time it was found that scholastic achievement of eight graders does not play any significant role in their environmental practices. This poses a paramount question on the authenticity of the environmental practices inculcated at the school level. Significant relationship was found between environmental attitude and environmental practices. It was also found that there are no significant differences between the environmental attitude and environmental practices of the urban and rural students. Girls seem to be overshadowing the boys with respect to scholastic achievement in science, environmental attitude and environmental practices. Hence a clear cut gender divide is visible in the scholastic achievement in science, environmental attitude, and environmental practices. However, it is to be

stressed that science curriculum should respond to the changing needs of the rapidly changing environment.

It is necessary on the part of teachers not only to mould the environmental attitude of students, but to see that if they also follow best environmental practices.

This means that the multidisciplinary approach of environmental education through integrated teaching method leads to development of the cognitive and effective domain but it has no significant role to play in the development of psycho-meter domains regarding the environment and it's components.

Girls have higher scholastic achievement in science, Environmental attitude and Environmental practices than that of the Boys which indicates that the social understanding social responsibility of the girls students regarding the environment and it's component are greater than that of the boys students.

5.10 Eco-Friendly Strategies-

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

- i) More weight-age should be provided to environmental aspects at relevant places in science curriculum.
- ii) Environmental education should not be treated as an independent subjects in school, but be taught as a hidden curriculum in each and every subject.
- iii) Special training should be given to teachers to develop environmental attitude in students as well as to promote the best environmental practices of the students.



- iv) Specified co-curricular activities like poster display, essay and quiz competition may be organised to strengthen the environmental attitude.
- v) More weight-age should be given in the participation of students for development of school garden, a science museum etc.
- vi) Other activities like wall magazine, environmental corner, creative writing and painting related to nature and environment should be developed.
- vii) Cultural programs are powerful and the most effective means to develop the environmental attitude in elementary school students.
- viii) There should be environmental code of conduct in school campus for the teachers as well as for the students.
- ix) Persons, who act against the environmental code of conduct, should be warned and punished to restrict them from destroying the environmental balance and Eco-friendly relationships between human and environment.
- x) Different teaching learning methods like role-play method, activity based learning, co-operative learning should be adopted by the teacher effectively to increase the participation of student in teaching learning processes.

Expected results in minimum time may be achieved by these means.



5.11 Suggestions for Further Studies:-

- 1) The sample for present study was limited to only Ambajogaj Tahsil. But the same study can also be done for largest size sample at district or regional level.
- 2) The same study can also be done with the interest of students towards environment and their environmental practices.
- 3) A study can also be done by correlating the different personality traits of the students with different aspects of environmental education.
- 4) The study can also be done on the gifted and the creative children with their environmental attitude and practices.
- 5) As the social environment and the physical environment plays an important role in development and the environmental attitude of the environmental practices a separate study on this topic can also be done by taking larger sample from different geographical and cultural areas.
- 6) A longitudinal study can be conducted by subjecting an Interventional package on environment and a correlation between pre- test and post- test can be analyzed .
- 7) The same kind of study can be conducted on teachers as well.

