

Chapter - II

***REVIEW
OF
RELATED LITERATURE***

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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 other's 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 stating our research because the insights and knowledge gained by the review almost inevitably lead to be a better designed project, greatly improve the chances of obtaining importance and sufficient result.

Bhattacharya (1996),

In this research titled:- "Study of environmental awareness among primary grade girl students and their parents in Varanasi", have focused on the following objectives.

To find out the levels of environmental awareness among parents and their girl students studying at grades III & V in Varanasi.

To find out the difference between Environmental awareness of boys and girls students studying in III and V grades of primary schools in.

Prajapat (1996),

In his Ph.D. study he tried to assess the effect of programmes developing awareness in pupil of standard IV. The major objective of the study were:-

To prepare the programmes for developing awareness towards environment among the pupils of standard IV.

To develop environment awareness among the pupils of standard IV.

To study the effect an I.Q. in the environmental awareness of the pupils of standard IV.

To study the effect of sex on the environmental awareness of the pupils of standard IV.

The research used (random) purposive sampling form primary private schools of Gandhi Nagar, Gujrat and used a Environment Awareness Questionnaire for date collection & applied the statistical techniques of the 't' test and *ANOVA* for Analysis of the data. The major findings of the study were:-

Pre-acquired initial environmental awareness played much more role in enhancement of environmental awareness of the pupils of standard V.

Programmes developing environmental awareness was an indirect successful means to develop the environmental awareness of the pupils of standard V.

There is no significant effect of I Q's and sex on the environmental awareness of pupils of standard V.

The most remarkable effect of the programme was that the pupils from all the groups were more enthusiastic and zealous towards receiving the education through programmes rather than through the text-books, in term of their orientation, attitude responsibility towards environment.

The sample of 290 students of III grade and 180 students of V grade with their 269 parents was taken for the study. The collected data was analyzed using 't' value and coefficient of correlation. The major findings of the study were:-

No difference attributable to sex was found in case of grade III and V girls students in terms of their environmental awareness.

No difference attributable to sex were found in case of grade III and V girls students in terms of orientation, attitude and the responsibility towards environment.

The Coefficient of Correlation was found to be significant in the case of environmental awareness of grade III and V girls students and their parents.

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, and critical thinking which required application part of knowledge, and critical thinking which had not developed in to concrete operational stage.

Rai (2000),

In this study titled "Role of Education and cultural practices in creating environment awareness", Rai 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 purposive samples of 160 students from secondary schools. A self-made questionnaire are was used for collection of data and the collected data was analyzed using chi-square. The major findings of this study were:-

- Students with high academic achievement in schools have greater awareness towards environment.
- Both boys and girls students were equally aware regarding environmental issues.
- 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 Muwong (1987),

In her M.Ed. dissertation titled, "A study of environmental knowledge awareness and attitude of high school tribal students", have tried. To assess the environmental knowledge environmental awareness and environmental attitude of high school tribal students in grades IX, X & XI.

To determine where there is any difference in environmental knowledge, environmental awareness and environment attitude of high school tribal boys and girls in grades IX, X & XI.

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 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. and 't' values are applied on collected data. The major findings of the study were:-

- The level of environmental knowledge of high school tribal male students was higher than that of high school tribal female student in each grade & group studied.

- The high school tribal students has a high level of environmental awareness.

- The level of environmental awareness of high school tribal male student was higher than that of high school tribal female students.

- There is no significant correlation environmental knowledge environmental attitude and environmental awareness of tribal students.

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:-

- 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 environment pollution, they lacked information.

- No significant difference were found on the basis of gender.

- No significant difference existed between the awareness level of students in different aspect of population on pre and post test level.

- The performance of the private schools was found to be better than that of government schools.

Related Studies Abroad

Jacobson and Beaver (1984), applied the Guttman Jardon facet theory to assess attitude towards the environment of sixth grade students in a middle class island community, it was observed that:-

Resident camping programmes may be influential in developing more positive attitude towards the environment among elementary student's participation in it.

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 clearly among the academically gifted students.

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 simulating knowledge gained in the course (cognitive domain) with a support system for their attitude towards environment (affective domain).