

# ***Chapter – V***

## **CONCLUSION**

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## CHAPTER - V

### CONCLUSION

This research study mainly aimed at assessing the Environmental attitude of high school tribal students studying in grade-VI standard. Analysis of the data obtained provides sufficient evidence to warrant the conclusion which are discussed below:

#### **Level of Environmental Attitude :**

The level of Environmental attitude of high school tribal students was found to be very low. This was indicated by the low mean scores on the Environmental attitude test by all categories of students considered in this study. This finding is in agreement with Bahadur's (1967) observation progress at school and that their achievement is generally low. The results therefore, imply that the mass media, home education and the various compartmentalised school subjects are not sufficient to equip these tribal students with a substantial level of Environmental attitude. This lack of Environmental attitude as judged by the test may probably be due to lack of emphasis on the cognitive and affective aspect of Environmental education.

By the prevailing programmes namely mass media and also their day to day interaction with their environment does not equip them with sufficient environmental knowledge.

Another reason for this lack of positive attitude in the tribal students could also be the indifference of teacher of the various school subjects, teaching without highlighting the environmental implication of the concepts thought.

Another handicap to achievement has been identified by Shrimali (1986) is that the finding of linguistic ability. These students find medium of instruction (Hindi), being foreign to them as difficult. But majority of teachers having an urban bias and do not understand the local dialect and have little

sympathy for children, students move with this problem even up to secondary stage.

The recommendation offered here is that, deliberate efforts should be made to provide formal environmental educational institution in tribal schools to equip these students with sufficient knowledge to understand their natural surroundings and the implied problems of human action on the environment.

Environmental education being inter disciplinary in nature teachers of various disciplines should relate the concepts of, for example, science, biology, chemistry etc. to the environment of the child. Wherever possible, children should be helped to learn especially science subjects through first hand experience through exposure to selected environment.

Recently, the National Council of Educational Research and Training (NCERT), New Delhi, has developed a curriculum for elementary classes in which components of Environmental Education are evolved based on the essential facets of environment in which child lives. The subject of Environmental Education includes the following components -

1. Man and Environment.
2. Population and Urbanization
3. Ecology.
4. Government Policy and Citizen.
5. Economics and Environment
6. Urban and Regional Planning.
7. Social Resources
8. Natural Resources.
9. Wild Life Resources
10. Pollution
11. Outdoor Recreation
12. The Role of Citizen.

Whenever N.C.E.R.T. (National Council of Educational Research Training) includes environmental subjects in elementary level it brings such changes immediately in the people.

**Objective of the Study :**

- \* To assess the environmental attitude of VI standard tribal school students.
- \* To compare the environmental attitude of VI standard tribal school students, according to their gender.
- \* To determine whether there is any difference in environmental attitude of VI standard tribal school students from two different blocks is Chapara and Lakhnadowan of district Seoni.

**Hypothesis of the Study :**

**Hypothesis - I**

There is no significant difference in environmental attitude between Girls & Boys of VI standard tribal school students.

**Hypothesis - II**

There is no significant correlation between environmental attitude score and the teacher made school achievement test score of the tribal school students.

**Variable :**

1. Environmental attitude test,
2. Teacher made achievement test,
3. Gender
4. Locality.

### **Sample :**

1. Govt. Girls High School Chapara block,
2. Excellence boys higher secondary school Chapara block.
3. Govt. Girls Higher Secondary School, Lakhnadawn block.
4. Excellence Boys Higher Secondary School, Lakhnadawn block.

### **Tools :**

Tools used by the researcher for this study were -

- Environmental Attitudes Scale.
- This open ended questionnaire consists of total 17 items each items.

### **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.

### **Major Findings of the Study :**

- \* There is no significant difference in the attitude of girls and boys towards Environmental Education Chapara block. The reasons for this may be due to homogeneity of social setting, family environment and other related duties such as working in the farms dairy and also domestic work.
- \* There is no significant difference in the attitude of boys and girls towards Environmental Education in Lakhnadawn block.
- \* There is a significant difference of attitudes towards Environmental Education between girls students of Govt. Girls Higher Secondary School Chapara and Govt. Girls Higher Secondary School, Lakhnadawn block. The reasons for this may be due to heterogeneity of social setting,

variations in family environment and difference in traditional / cultural values emanating from the community, casts and classes of the blocks.

- \* There is a significant difference of attitudes towards Environmental Education between boys students of Excellence Boys Higher Secondary School Chapara and Excellence Boys Higher Secondary School Lakhnadawn block.
- \* There are moderate but substantial correlation between environmental attitude and teacher made school achievement test of tribal school VI standard students. The reason for this may be due to, it is observed that if the attitude towards environment is positive than the achievement is high as they are aware of environment.

### **Conclusion :**

The researcher in the present study came to the conclusion that, it is necessary on the part of teachers not only to develop the environmental attitude of students, but to see that if they also follow best environmental practices.

This means that the multi-disciplinary approach of environmental education through child centred teaching method leads to development of the cognitive and effective domain but it has no significant role to play in the development of psychomotor domains regarding the environmental and its components.

Girls have higher environmental attitude than boys which indicates that the social understanding and social responsibility of the girls.

There are moderate but substantial correlation between environmental attitude and teacher made school achievement test of tribal school VI standard students. The reason for this may be due to, it is observed that if the attitude

towards environment is positive than the achievement is high as they are aware of environment.

**Suggestion for further study :**

1. The present study finds that there is a significant difference between attitudes of girls as well as boys towards Environmental Education in two different blocks. However there is no significant difference towards Environmental Education in girls and boys of the same block. In view of this controversy regarding attitude and behaviour relationship, there is a need for further studies to resolve the inconsistencies within the attitude behaviour literature.
2. The sample for presented study was limited to only Lakhnadawn and Chapara block, but the same study can also be done for larger size sample at district or regional level.
3. A further study can also be done by correlating the different personality traits of the students with different aspects of environmental education.
4. As the social environment and the physical environment play an important role in development of attitudes and related environmental practices. A study highlighting these two aspects may also be conducted.
5. A longitudinal study can be conducted subjecting an interventional package on environment and a correlation between pretest and post-test can be analyzed.
6. The consequences of the tribal culture beliefs and their parity with living with nature is a well known fact. Therefore, a further researcher can be conducted on the aspects of tribal culture and their way of living and the development of its effect on environmental attitudes of tribal students.



7. A further study can be conducted to examine a match / mismatch between teachers cultural backgrounds and their attitude towards environment and cultural background of students and their attitudes towards an environment. This correctional study in a cultural context may sensitize teachers towards the cultural backgrounds of students.