



Understanding of environmental concepts among students of CBSE and HBSE schools

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Abstract

The present study tries to find out the basic understanding of various issues of environmental concern by students of CBSE and HBSE schools. A sample of 150 students of class IXth from four different private schools of jind city affiliated to CBSE and HBSE was taken. Study revealed significant difference between CBSE and HBSE school students in their understanding of environmental concepts. Mean scores of CBSE students was higher than HBSE students. However no significant difference was obtained between males and females in their understanding of environmental concepts.

Keywords: students, environmental concepts CBSE and HBSE

Introduction

In the 21th century, to meet the challenges and crisis, environmental education has been made an integral part of our school curriculum. Every school is imparting knowledge about various environmental issues through books, lectures, projects etc. Issues of environmental concerns are interlinked with each other, affecting our life directly or indirectly. Understanding of environmental concerns is not merely knowing facts, but it is an insight into how it may be applied to other situation in practical life. In the environmental context, understanding of cause and effect relationship is important.

Present study regarding understanding of environmental concepts will highlight the strength and weaknesses of pattern of environmental education imparted in the state of Haryana.

Review of related studies

Gopal Krishnan (1992) ^[3] found that studying environmental education had a very good impact on the children. Ramakrishnan (2003) ^[4] concluded that children exposed to environmental related activities instill appropriate behavior. Yadav & Bharati (2007) ^[5] found that 33% of environmental awareness may be attributed to the scientific attribute. Bhawalkar (2008) ^[2] found that teaching after formulating specific objectives for the cognitive, affective and psychomotor development could enhance the level of environmental awareness among students. Awasthi & Aggarwal (2013) ^[1] concluded that CBSE students comprehension regarding environmental issues was better than U.P Board students.

Objective of the study

To compare the understanding of environmental concepts by students of CBSE and HBSE schools.

Hypothesis.

1. There is no significant difference between CBSE and HBSE students in understanding environmental concepts.

2. There is no significant difference between males and females in understanding environmental concepts.

Method

In the present study, descriptive survey method was employed.

Sample

A sample of 150 students (75 from CBSE and HBSE Schools) of class IXth class from four schools of Jind district was selected with the help of stratified random sampling technique. Sample comprised of both males & females.

Tool Used

Environmental comprehension test (by Awasthi & Aggarwal (2013) ^[1] consisting of 25 multiple choice objective type items (5 items in each of the five concepts ie Environmental balance, Environmental degradation, Human health and hygiene, Impact of population on environment and Environmental management) was used for data collection.

Analysis and interpretation

Analysis was done on the total scores of 5 concepts ie total scores of students on Environmental comprehension test were less than 25.

Table 1: Value of mean, SD and t-ratio to find difference between CBSE and HBSE school students and between males and females in understanding environmental concepts

	N	Mean	SD	SED	df	t-ratio
CBSE	75	21.09	4.18	0.72	148	3.44**
HBSE	75	15.61	4.75			
Males	75	20.17	4.63	0.76	148	0.84
Females	75	19.53	4.81			

As per the result of table1, significant difference was found between the CBSE and HBSE school students in the understanding of environmental concepts as obtained t-value

was significant ($t = 3.44$) at .01 level. After comparing the mean scores it was revealed that level of understanding of environmental concepts among CBSE school students was higher than HBSE students (mean = 18.61). Therefore hypothesis 1 was rejected.

Further, insignificant mean difference was found between males and females in the understanding of environmental concepts due to insignificant t-ratio ($t = 0.84$) at .05 level. Also not much difference was found in the mean scores of males (mean= 20.17) and females (mean= 19.53). Thus hypothesis 2 was accepted in the present study.

References

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