6.0 INTRODUCTION

In a scientific process of research the final step is to summarize the findings, arrive at conclusions and make recommendations, as these are the essentials of the study carried out.

On the basis of the analysis and interpretation of data presented in the previous chapter, certain findings have been generalized and conclusions were drawn.

6.1 FINDINGS OF THE STUDY

The findings of the study are presented here in accordance with the objectives of the study as follows:

6.1.1 OBJECTIVE - I

TO STUDY THE EFFECT OF SOCIO-ECONOMIC STATUS ON ENVIRONMENTAL AWARENESS

1. The distribution of SES scores for total sample was found normally distributed with slight platykurtosis and slight negative skewness.

2. Mean values of environmental awareness scores of high, middle and low SES groups were 60.71, 50.02 and 39.20 respectively.

3. The differences between environmental awareness of three groups of SES were found significant as the C.R. values were significant at 0.01 level.

\( H_1: \text{The adolescent girls having different levels of SES do not differ significantly in their environmental awareness} \) is rejected as adolescent girls at different levels of SES differ significantly in their environmental awareness.
6.1.2 **OBJECTIVE - II**

**TO STUDY THE EFFECT OF INTELLIGENCE ON ENVIRONMENTAL AWARENESS**

1. Intelligence scores in the total sample showed normal distribution with slight positive skewness and slight platy kurtosis.

2. Mean values of environmental awareness of high, average and low intelligence groups were 61.31, 49.51 and 42.17 respectively.

3. The difference in environmental awareness of three intelligence groups were found significant as C.R. values were significant at 0.01 level.

**H₃:** The adolescent girls having different levels of intelligence do not differ significantly in their environmental awareness is rejected as adolescent girls at different levels of intelligence differ significantly in their environmental awareness.

6.1.3 **OBJECTIVE - III**

**TO STUDY THE EFFECT OF RELIGIOSITY ON ENVIRONMENTAL AWARENESS**

1. The distribution of religiosity scores for total sample was found normally distributed with slight negative skewness and slight platy kurtosis.

2. There was a difference in the environmental awareness of high, average and low religiosity groups as mean values were 56.39, 49.93 and 44.30 respectively.

3. The differences in Environmental Awareness of three religiosity groups were found significant at 0.01 level.

**H₃:** The adolescent girls having different levels of religiosity do not differ significantly in their environmental awareness is rejected as the adolescent girls having different religiosity levels differ significantly in their environmental awareness.
6.1.4 OBJECTIVE - IV

TO STUDY THE EFFECT OF AGE ON ENVIRONMENTAL AWARENESS

1. In the total sample 51.36% girls were of 13-15 years and 48.64% girls of 16-18 years age group.

2. The mean values of environmental awareness of both groups were in the range of average level (40-60) as the mean values were 54.26 and 45.96 for 16-18 years and 13-15 years age groups respectively.

3. The difference in environmental awareness of two age groups was significant as the C.R values was significant at 0.01 level.

H0: The adolescent girls of different age groups do not differ significantly in their environmental awareness is rejected, as the girls of two age groups are significantly different in their environmental awareness.

6.1.5 OBJECTIVE - V

TO STUDY THE EFFECT OF VICINITY ON ENVIRONMENTAL AWARENESS

1. In the total sample 52.72% girls were of urban vicinity and 47.28% were from rural vicinity.

2. Both groups were of average environmental awareness with little difference as the mean values of environmental awareness of urban & rural groups were 51.74 and 48.06 respectively.

3. The difference in environmental awareness of urban and rural groups was significant at 0.01 level.

H0: The adolescent girls of urban and rural vicinity do not differ significantly in their environmental awareness is rejected as adolescent girls of urban & rural vicinity are significantly different in their environmental awareness
6.1.6 OBJECTIVE - VI

TO ASCERTAIN THE ZERO ORDER RELATIONSHIP BETWEEN ENVIRONMENTAL AWARENESS AND PREDICTIVE VARIABLES VIZ. SES, INTELLIGENCE, RELIGIOSITY, VICINITY AND AGE

1. Significant moderate & positive \( r=0.637 \) relationship was found between Environmental Awareness and SES of adolescent girls.

2. Intelligence was found to be significantly and positively \( r=0.612 \) related to Environmental Awareness of adolescent girls.

3. Significant positive relationship \( r=0.386 \) was found between Environmental Awareness and religiosity of adolescent girls.

4. Coefficient of correlation between Environmental Awareness and vicinity was found to be low \( r=0.184 \) but significant for adolescent girls.

5. Age has significant and positive \( r=0.416 \) relationship with Environmental Awareness of adolescent girls.

\[ H_0: \text{There is no significant Zero-order relationship between the criterion variable and predictive variables} \] can safely be rejected.

6.1.7 OBJECTIVE - VII

TO STUDY THE JOINT CONTRIBUTORY ROLE OF PREDICTIVE VARIABLES IN DETERMINING THE ENVIRONMENTAL AWARENESS

Under this objective joint contribution of predictive variables to Environmental Awareness was studied on the basis of coefficient of multiple correlation \( R \) and coefficient of multiple determination \( R^2 \). The value of \( R \) (Coefficient of multiple correlation) was found to be significant for adolescent girls \( R=0.8178 \) which reflects the significant multiple relationship between Environmental Awareness and the predictive variables.

The value of \( R^2 \) (Coefficient of multiple determination) 0.6687, shows that about 67% of variance in Environmental Awareness of adolescent girls is
accounted for by the joint contribution of the five predictive variables viz SES, intelligence, religiosity, vicinity and age.

**H7:** The multiple relationship does not exist between criterion variable and predictive variables is rejected.

### 6.1.8 OBJECTIVE - VIII

**TO STUDY THE RELATIVE CONTRIBUTORY ROLE OF THE PREDICTIVE VARIABLES IN DETERMINING THE ENVIRONMENTAL AWARENESS**

To know the independent contribution of each predictive variable to variance in criterion variable, each beta weight was multiplied by corresponding raw ‘r’ (Vide table - 5.4.2). The intelligence was found prominent (26.09) in determining variation in Environmental Awareness of adolescent girls followed by SES (23.64%), Age (13.92%) and religiosity (5.19%). Negative regression coefficients was obtained for the vicinity and value of $\beta \times r$ was -1.92% in relation to vicinity of adolescent girls.

**H8:** There is no difference in the relative contribution of all predictive variables in determining the environmental awareness of the adolescent girls is rejected.

### 6.1.9 OBJECTIVE - IX

**TO PREDICT THE ENVIRONMENTAL AWARENESS OF THE ADOLESCENT GIRLS ON THE BASIS OF THE PREDICTIVE VARIABLES VIZ. SES, INTELLIGENCE, RELIGIOSITY, VICINITY AND AGE**

On the basis of the regression coefficients & intercept multiple regression equation was derived for Environmental Awareness of adolescent girls.

Value of intercept was -4.6245 and values of regression coefficients were 0.408676, 0.424094, 0.134506, 6.691814 and -2.094121 for SES, intelligence, religiosity, age and vicinity respectively, the entire regression.
equation for adolescent girls thus reads:

\[ X'_1 = 0.408676X_2 + 0.424094X_3 + 0.134506X_4 + 6.691814X_5 - 2.094121X_6 - 4.624529 \]

In the equation \( X'_1 \) is the Environmental Awareness predicted viz environmental awareness while \( X_2, X_3, X_4, X_5 \& X_6 \) are predictive variables i.e. SES, Intelligence, Religiosity, Age and Vicinity with the equation \( X'_1 \) (Environmental Awareness predicted) for every adolescent girl can be predicted by knowing her scores on the other variables.

6.2.0 CONCLUSIONS

The findings of study lead to the following conclusions

1. All the independent variables under study have the significant effect on environmental awareness of adolescent girls.

2. SES, intelligence, religiosity and age have the moderate & positive relationship while vicinity has the low positive relationship with environmental awareness of adolescent girls.

3. Significant multiple relationship exists between environmental awareness and the predictive variables viz SES, intelligence, religiosity, age and vicinity.

4. Environmental awareness of adolescent girls can be determined to a certain extent by the variables under study. About 67% variance in the environmental awareness of the adolescent girls could be accounted for by these predictive variables.

5. SES, Intelligence and age have come out as potent predictors of environmental awareness and in comparison to these variables, religiosity is a weak predictor of environmental awareness.

6. Vicinity also has significant effect on environmental awareness of adolescent girls but has come out as a weak predictor of environmental awareness.
6.3.0 EDUCATIONAL IMPLICATIONS

The present investigation attempted to find out the effect and contribution of some factors in the development of environmental awareness. The results of present investigation affirmed the importance of certain variables in determining the environmental awareness. In this light the present study has some implications of major importance.

The study can make the principals, teachers & authorities aware about the present state of environmental awareness among adolescents.

The knowledge of factors affecting environmental awareness can be used in improving environmental awareness among young generation.

The study can provide new ways of thinking for better planning and effective execution of educational programmes for generating environmental awareness.

The present research presents a predictive instrument of environmental awareness that can be utilized by parents, teachers, administrators and guidance personnel for enhancing the environmental awareness of girls, specially of adolescent age group. In this reference following suggestions can be implemented:

- The results of the present study have proved that intelligence is the most important factor which affects the environmental awareness. As intelligence is the product of heredity & environment both & heredity of a person can not be changed but we can provide better environment to the students to develop better intelligence for the better environmental awareness. The most important function of the educational institutes is to provide conducive environment within the institute for the proper development of their mental abilities. The institutes should provide good libraries, opportunities for free discussion, debate and other activities which
can promote better intelligence and consequently better environmental awareness.

- SES is also an important factor and environment awareness of adolescent girls is directly affected by their SES level. The socio-economic-status of girls can not be altered therefore it becomes the responsibility of the institutions to provide all sorts of facilities to develop the love for nature, sensitivity towards nature and concern about the surroundings to preserve the nature. Adolescents’ thirst of curiosity, wandering and adventure should be quenched through excursion, N.C.C, girl guiding, mountaineering, nature visits and scientific exploration etc. Within the institutions Nature clubs should be established, gardens should be maintained, students should be provided equal opportunities disregard of Socio-economic-status background to participate in environment oriented activities. In brief, the adolescent should be provided with useful activities according to their interests so that they can be constantly busy and their mind pre-occupied with healthy and constructive ideas regarding environment.

- Adolescence is the stage when there is a strong desire of achieving independence, economic factors obstruct their way. Therefore they are worried for acquiring self-sufficiency in economic aspect. The youth of today are bewildered and aimless because of the uncertainties of their vocation, the education being imparted to them does not provide jobs and occupations, therefore, the strong need of today is to provide job oriented and vocation based, practical and self-supporting education for the adolescents. This will ensure better SES and consequently better environmental awareness of the adolescents. The government, society, parents and the teachers should make their efforts in this direction.

- Adolescents coming from poor socio-economic conditions should be
provided balanced diet for proper physical development. The future success in life depends on sound mind in a sound body. The school should make an effort to lay down the foundation of sound physical development. Adolescent are anxious of their physical development, hence the school should arrange medical examination of all adolescents and proper arrangement of physical health education should be made in every school. This will lead to proper physical and mental development of adolescents.

◆ As the age plays a vital role in the development of the environmental awareness and early years of adolescent stage are very important to mould the adolescents in desirable manner therefore the environmental concepts should be infused in their minds in an interesting manner that will form the strong foundation for future awareness.

◆ Every child is trained in a special setting of religious beliefs and values by the family and society. The child without questioning the authenticity of the teaching of his parents obeys them but with the advancing age, he critically examines the beliefs and starts arguing. This leads to conflicts, in his mind. Therefore there is a strong need of religious education at adolescent stage. Ours is a secular state and therefore the doubts are expressed in the provision of religious instruction inside the schools. But it is a false fear standing on erroneous ground. Actually the roots and the goals of all the religions are one and the same. If we try to do away with the rituals, the essence of all the religions is morality and character formation, which is to be provided by religious education. Prayer devotional songs, Nature based poetry & recitation should be emphasized in school programme to develop secularism among students. The concepts of 'SERVE DHARM SAAR SANGREH' should be infused in their minds. Nature is GOD, GOD is nature this very basic fact of all religions should be made clear. Every school, home & other social agency
should work together in this direction. The parents, teachers, social workers and administrators should join their hands in creating suitable atmosphere and offering opportunities of practicing moral qualities this will enhance the religiosity of adolescent girls and better religiosity will promote better environmental awareness.

- Vicinity of adolescent girls affect their environmental awareness; urban girls possess better awareness than rural girls. It may be because of poor educational facilities and experiences of rural adolescents. Hence the authorities of rural institution should arrange the frequent visits to urban set-up to bring the students of rural areas, in close contact of urban advancement. There should be some exchange programmes of cultural activities like folk dances, plays, nukkand natak etc. to bring the two vicinities close with each other.

6.4.0 LIMITATIONS OF THE STUDY

Many times a researcher is unable to carry out his work as perfectly as he would like to, due to lack of resources, knowledge and expertness. The present study also has few limitations, which could not be overcome due to several reasons and lack of resources at the disposal of the researcher. Limitations of the present study that have come to light are:

1. There was no standardized tool to measure the environmental awareness therefore the investigator had to prepare EAT which may need modification as the rigorous process of standardization was not followed.
2. Some other additional sophisticated statistical techniques could be employed to analyse the data.
3. The present study was confined to the 13 to 18 years age group, while the pre-adolescent & late adolescent periods are equally important, which could be included in the study to have the better insight about the environmental
awareness of adolescents.

4. The tests used for measuring Intelligence, SES and Environmental Awareness have many dimensions. But in the present study analysis have been done by considering only global scores of these tests. It was felt that analysis of all the dimensions would have definitely explored wide variety of results in depth.

5. Only Hindi medium institutes were considered, inclusion of English medium institution would have given different results, which could throw light on another dimension affecting the environmental awareness.

6. The study was restricted to the intermediate girls college of Agra region only. As the culture plays an important role in environmental awareness, to see its effect, different cultural groups could be taken in sample from different state, it could have been more useful.

7. In the study, only Intermediate Colleges affiliated to U.P. Board of Secondary Education were taken. Therefore, the generalizations are applicable to such institutions only. Institutions of other boards could be taken into account to have the better results.

6.5.0 SUGGESTIONS FOR FURTHER RESEARCHES

The statement; *we live on past in present for future* is very pertinent in relation to any research. Whatever was explored in this study was assisted by the past researches and it was considered quite relevant that a few suggestions should be given for further investigations in the light of which the present study may prove worth-while. Some broad suggestions for further researches are given below:

1. A similar study may be carried out on the students of different educational levels, different age groups & different educational streams.

2. A comparative study of similar type may be conducted on the students of
different boards of Secondary Education (as CBS, ICSE).

3. A comparative study of similar type may be conducted on boys and girls.

4. A further study is needed to find out what are the other variables, which account for remaining variance in environmental awareness.

5. Factorial Design can be used to study the interactional effect of variables on Environmental Awareness, by taking the larger sample.

6. Research may be planned to develop standardized tool for measuring the Environmental Awareness.

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