CHAPTER- III.

Review of related literature

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Chapter III
Review of Related Literature

Introduction

It means those works or studies, which have been done, or the problems, which are directly or indirectly related to the study proposed by the researcher. It is a pre requisite for every researcher to learn what others have done in the area of his her interest for developing an insight into the problem under investigation. A careful review of related literature is essential to bring a dimension in his / her study.

Related literature, as an accumulation of past knowledge, allows the researcher to acquaint himself with current knowledge in the proposed field or area of research, brings up-to date knowledge on the work which others have done, enables the researcher to define the objectives of the study, helps to delimit the problem taken and facilitates to make it more clear and concise. A researcher can avoid unfruitful and useless problem areas and select those areas in which positive findings are very likely to result so that his endeavours would be an addition to the knowledge and meaningful. It helps to avoid unintentional duplication of established findings. An understanding of the methods applied, statistical techniques and tools used in the previous studies and findings allows the researcher to adopt suitable techniques and method to the current topic. Thus related literature forms the foundation upon which all work can be built.
There is no dearth of related literature attempting to define and describe environment, awareness and attitude. A number of journals, books, dissertations, theses, yearbook of educational research, encyclopedia of educational research, environment and other sources of information are used for collecting information regarding a study related to present topic. The problems like, the awareness, attitude, curriculum construction, and the dimensions like political, social cultural, economic scientific aspects were obtained from the researches already done by scholars both in India and abroad. The materials collected are categorized as under.

I. Studies conducted in India

II. Studies conducted in abroad.

Studies conducted in India.

1) Rajput et al (1980) conducted a study on “Environmental Approach of Teaching at Primary Level in Bhopal.” The focus of the study was on the awareness of children towards scientific and social environment and the identification of available community resources for effective utilization in teaching. The study revealed that one among the four groups differed significantly in the pre-test of environmental awareness and both the experimental groups were significantly better than the control group in the post-test stage. The difference between the experimental and the control group on a traditional achievement test was not significant.

2) Gupta et al (1981) conducted an investigation of the “Environmental Awareness among Children of Rural and Urban schools and Non-formal
Education Centres.” They found out that children from different types of schools were highly aware of the environment.

3) Pai carried out a study (1981) entitled, Preparation and try out of curriculum in environmental studies leading to lifelong education for change in students. He found out that there was significant difference between the performance of the experimental and the control groups on knowledge and attitudes. The scores of the experimental group were higher than the control groups in environmental activities inventory which established the effectiveness of the curriculum.

4) Rasem Menla (1984) conducted a study on “Environmental Programme in some Selected Primary schools in Mokochung Town” to find out the reactions of the teachers toward environmental education programme in primary schools and the difficulties of the teachers in teaching the subject of environmental studies at primary level. It was found that the environmental education programme helped children in understanding the immediate surroundings. The teacher's reaction was quite satisfactory. The programme had its impact in creating desires and development. The study also revealed that teachers faced difficulties in teaching environmental studies at primary stage in Mokochung Town. There was shortage of supplementary and reference materials and lack of local aids.

5) Sayi Prasad (1987) conducted a study entitled “Environmental Awareness- A study on the Women of a South Indian Village. The researcher made an attempt to assess the environmental awareness of the village women-folk in
order to make recommendations for its improvement through environmental education. He found out the lack of awareness and knowledge on environment among rural women of scheduled castes and emphasized the need to take necessary steps by the authorities.

6) **Shahnawaj** (1990) studied the environmental awareness and attitude of secondary school teachers and students. The researcher found out that 95% teachers and 94% students had positive attitude towards environment and the attitude of trained and untrained teachers towards environment were identical. The teachers were found better than the students in case of environmental awareness and the study indicated the influence of the variables like sex on environmental awareness among the students.

7) **Kidwai, Zeenat** (1991) carried out a study on the Development of an environmentally oriented curriculum in geography at secondary stage. The study focused on the problem of environmental education for protection and conservation of the environment. Development of the geography curriculum has been attempted on the ecosystem concept; dividing the environmental components into lithosphere, hydrosphere and biota (including the human population). The piece of work enabled the researcher to prescribe a framework for an environmentally oriented geography curriculum at secondary stage.

8) **Prahraj. B.** (1991) made a study entitled," Environmental knowledge environmental attitude and perception regarding environmental education among pre-service and in-service secondary school teachers"
researcher made an attempt to explore the level of environmental knowledge, attitude and its perception among the pre-service in-service secondary school teachers. The level of environmental knowledge was found low among pre-service teachers although conceptual knowledge was moderate. The correlation between environmental knowledge and environmental attitude was found moderate and the factual knowledge about the environment was found low. The in-service group of teachers had a higher level of attitude than that of the pre service group.

9) **Gopalakrishnan, Sarojini** (1992) studied the Impact of environmental education on primary school children. She found out that Environmental Education had impact on the children and the scores of the children of Madras were higher than Coimbatore and Nilgiri areas. The study also indicated the better impact of participatory learning approach.

10) **Sahoo, K.C.** (1992) made a study entitled, "A Critical study of the conception and perception of environmental education." The researcher made an attempt to revamp the concept of environmental education and to find out the constituents of the environment and their relationship with man. He found out that, the concept of the environment is broadly divided as natural and man-made types. Flora and fauna and the atmosphere hydrosphere and lithosphere constitute the botic and abiotic environments. The social economic political cultural aesthetic historical geographical psychological religious and academic constitute the manmade environment. The fusion of different types of environment forms the holistic concept of environment. The
relationship between man and environment is symbiotic in nature. Environmental education is a broad concept and is perceived as lifelong experiences for all.

11) Gakhar et. al (1993) studied the Environmental awareness of the school going Youths of Urban and Rural Areas in relation to intelligence. He compared the various sub groups viz high intelligent urban and low intelligent urban, high intelligent rural and low intelligent rural boys and girls, urban and rural. He found out that high intelligent youths were having high awareness of environmental pollution in both the samples. It was also found that urban students scored better on Environmental Pollution Awareness scale as compared to rural group as the t-ratio between the two group was significant at 0.01 level (t = 20.81). The study habits of urban students created an insight for healthy environment and awareness for environmental pollution. Significant differences were found in the awareness of environmental pollution among the boys and girls.

12) Shyam et. al (1997) conducted a study on Attitudes towards Environment in relation to Knowledge and Fear Appeals. He made efforts to investigate the relationship of Knowledge about environmental issues and fear appeals with attitudes and behavior. Data were analyzed by Pearson Product Moment Correlation. Results revealed that fear appeals had a significant a positive relationship with attitudes and the attitudes had a positive relationship with behaviour. Knowledge about environmental issues was found to have weak
negative relationship with behaviour. Implications for environmental awareness and conservation on behaviour were discussed.

13) Darolia (1997) studied on “A measure of Attitude towards Environmental Degradation”. A Likert-type attitude scale was developed to provide fair assessment of attitude towards environmental degradation. The final form of the scale contained 30 items, each with five responses. The test development procedure was the same as used in conventional psychological tests. A total of 63 items was subjected to item analysis on a randomly selected group of 209 (Male and Female) adults. Test- retest co-efficient of correlation demonstrated that it was a reliable and valid instrument to measure attitude towards environmental degradation among Indian subjects.

14) Rabindranadhan (1997) made a study of the Scheme of Environmental Orientation to the school education in the state of Andhra Pradesh with the objectives of studying the administrative set-up, the financial assistance, rationality of the project. Other objectives were to evaluate the orientation programmes, supervisions, to identify the bottleneck, if any, noticed and to evaluate the material developed under the scheme. The study revealed that the Government of Andhra Pradesh had established a state Cell at SCERT and four other Project Cells. The expenditures were according to specific norms, orientation programmes and several workshops were organized. Arrangements were made for visits to zoos, parks and wildlife sanctuaries and the study expressed satisfaction from the implementation of the
programmes. Handbooks for teachers on environmental education were developed for teachers.

15) Bhattacharya (1997) conducted a study entitled, Environmental Awareness among Higher Secondary Students of science and Non-Science Streams. The major objectives of the study were to find out the relationship between the higher secondary students of Varanasi belonging to the Science and Non-Science streams in terms of their environmental awareness, environmental orientation and environmental attitude. The study revealed that there was significant relationship between science and Non-science streams of Higher Secondary students of Varanasi in terms of their awareness. Regarding environmental orientation, significant relationship was found out on environmental attitude, and there was no significant difference at .01 level (t-value = 0.29). Significant relationship was found between male and female groups on their environmental awareness. After comparison, females of science streams differed significantly in terms of environmental awareness from females of Non-science streams.

16) Dubey and Samal (1998) conducted a study on Environmental Awareness among Women to find out the influence of the residential background, educational status and their interaction on environmental awareness among women. The study revealed that the environmental awareness of urban women was significantly higher than that of rural women the environmental awareness of urban women was significantly higher than that of uneducated
women. There was significant interaction in between the residential background and educational status on environmental awareness of women.

17) Pareek and Ashok (1998) piloted a study entitled, “Environmental Awareness among Secondary School Students” to find out the level of environmental awareness among secondary school students and to compare environmental awareness among boys and girls. Descriptive survey method has been used. The level of awareness among secondary school students was found satisfactory and there were significant difference between urban and rural students. The urban students have shown higher cognitive level of awareness. The boys and girls did not differ significantly in their level of environmental awareness.

18) Synrem (1998) carry out a study entitled “Environmental Awareness and Attitude towards Environmental Education among the College students in greater Shillong.” The study revealed that the level of environmental awareness of the total sample: boys, Girls: Arts and Science students studying in Deficit and Adhoc colleges and of the Commerce students and the students studying in Private colleges were good. The attitude of the total sample Boys: Girls: Arts: science and commerce students: and students studying in Deficit, Adhoc and Private Colleges towards Environmental Education were “found favorable. The measure of Environmental Awareness was reliable. The reliability coefficient \( \rho \) obtained by Test- retest method was 0.75. it also possessed content validity.
19) Gakhar and Karla (1998) conducted a study entitled “Environmental awareness among the Urban and rural senior Secondary School Students in relation to intelligence and Socio-economic status” the study revealed that the variable of intelligence of the urban and rural samples has significant positive correlation with environmental awareness of senior secondary school students. The variable of socio-economic status depicted significant positive correlation in both urban and rural samples. The that variables of sex differences did not count on the economic awareness of students in case of both urban samples.

20) Kumaravel and Das (1999) made a study of Environmental Knowledge and Attitude of Higher Secondary School students of Nilgiri Hills. He found out that most of students marked television as the main source of information about environmental information. Next came the newspapers, library, teachers, radio, text books and classmates.

21) Lyndem and Singh (2000) studied the “Environmental Awareness among adult illiterates in Byrnihat, Ri-Bhoi District (Meghalaya).” The people of Byrnihat were found aware about the degradation, utilization and conservation of natural resources and about water and air pollution problems. 68.18 p.c of them had a desire to check resource degradation by the involvement of the community. The cultivators were aware of the effects of chemical fertilizers for increasing crop yield. They were also aware of the consequences of slash and-burn method of shifting cultivation and
wanted to minimize such practice. The people were in favour of small scale and cottage industries for community development.

22) Pradhan (2002) conducted another study entitled, “Environmental awareness among Secondary school teachers” to study the level of environmental awareness among secondary school teachers. He found out that the teachers working in secondary schools had low awareness about environmental problems. There was no significant difference in environmental awareness between social science and language teachers. Science teachers had significantly higher environmental awareness than the teachers in language subjects. Significant difference was found between teachers of urban and rural schools. There was no significant difference between male and female secondary school teachers in their environmental awareness.

Studies in abroad

1) De Groot (1966) examined the “Levels of Awareness Concern and Perception of the ‘seriousness of Air pollution in Buffalo, New York.” He found that concern was not related to social characteristics, and that level of exposure was the key available in the determining concern about air pollution, there was a direct relationship between the quality of the ambient air and the perception of the seriousness of air pollution.
2) **Klee (1971)** looked at "Awareness of and Attitudes towards Sanitary Landfill Sitting." He was primarily concerned in whether attitudes towards sanitary landfills varied with distance from the landfill. He found that they did.

3) **Sigler (1973)** was interested in awareness on solid waste as a problem and attitudes towards solutions to solid waste and other environmental problems and the effect of social variables in explaining these differences in attitudes. She found that there was a hierarchy among pollution problems for the people of Illinois, with the pollution of rivers and lakes ranking highest, followed by air, solid waste, noise and visual pollution. In relation to the seriousness of pollution, firstly she found out that younger people felt the problem were more serious that did older persons: secondly, more highly educated people rated pollution as more serious than less educated people. Thirdly, the high income group rated pollution more serious than the low income group. There was no relationship between the problem of solid waste and sex and, as she expected, the highest correlation was with city size. Sigler also found that the higher the socio-economic status the more the respondents were willing to or currently did participate in recycling operations.

4) **Berger (1973)** conducted a study on the relationship between the cognitive achievement in environmental knowledge and attitude towards environmental knowledge and attitude towards environment. It was found that the trend of the relationship between achievement and attitudes ranged from negative to positive correlation.
5) Hamann (1973) made another study on the development of environmental knowledge and attitude towards environment among pupils. It was proved that significant changes can be brought about in pupils’ attitudes in desired direction through planned curricular experiences.

6) Benner (1973) reported studies on pupils’ environmental knowledge and attitude towards environment. It was found that no significant gain in effective achievement can be brought about in pupils’ attitudes in desired direction through planed curricular efforts.

7) Another study was conducted by Hartung (1974) on the relationship between the cognitive achievement in environmental knowledge and attitudes towards environment. It was noted that the trend of the relationship between achievement and attitudes ranged from negative to positive correlation.

8) Bhoi (1977) reported that the relationship between the cognitive achievement in environmental knowledge and attitude towards environment. It was reported that the trend of relationship between attitude and achievement ranged between negative to positive.

9) One more study was conducted by Brock (1978) on the relationship between the cognitive achievement in environmental knowledge and attitudes towards environment. It was reported that the relationship between achievement and attitude ranged from negative to positive correlation.

10) Childress (1978) conducted a study on the methodologies used in environmental education. It was found that small group projects, class
discussions and field trips are the strategies used often in the largest percentage of programmes and projects.

11) Ifegbesan Ayodeji (2002) conducted another study entitled, Students perceptions of environmental education elements in Nigerian junior secondary school curricula. It was found out that, Majority of students learned environmental education mostly from non-formal sources of information – viz. radio, television, newspapers, magazines, very few learned from workshops and seminars. Students possessed low cognition about environmental education elements in their curricula. There was no significant difference between males and females on environmental education perception. Students are found to be willing to participate in environmental programmes organized by government and NGOs.