Summary
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CHILDREN ARE THE TRUE ENVIRONMENTAL HEROES OF TODAY

Environment is an important entity which solely is responsible for supporting the entire biotic and abiotic phenomenon existing on the earth. Hence various problems also are accompanied with the usage of the existing resources of the earth. In this era of depleting resources, deteriorating standards of life due to ever increasing problems of pollution, poverty and illiteracy; and various problems related to the earth there is a need to increase public sensitivity towards environmental problems and involvement in their solution and foster a sense of public responsibility, greater motivation and commitment towards the environment.

The present study in specific terms is therefore, “Impact of Environmental Awareness Programmes on Attitude and Behaviour of Secondary School Children”.

Objectives of the Study:

The present work has thus been carried out with the following objectives as mentioned in chapter 1.
1. To measure the attitude and behaviour of Secondary School Children towards their environment (before applying environmental awareness programmes).

2. To develop a suitable environmental awareness programmes for secondary school children.

3. To analyze the changes in environmental attitude and behaviour of secondary school children (after applying the above-mentioned environmental awareness programmes).

4. To see the effect of religion, gender and other demographic factors on the environmental attitude and behaviour of secondary school children.

Hypotheses:

1. The environmental awareness programmes will not bring about a positive change in the attitude and behaviour of secondary school children.

2. Environmental awareness and participation in environmental protection activities by secondary school children will not vary with their religion.

3. Gender will not affect their attitude and behaviour of secondary school children towards the environment.
4. The socio-economic background will not affect the environmental awareness and active participation of secondary school children in environmental protection.

5. Gender in combination with Socio Economic Status and religion will not influence environmental awareness of the secondary school children.

**Sample:**

The Sample population of this study consists of 500 secondary school children of Aligarh city. Aligarh is a B grade city of Uttar Pradesh (UP).

**Tools:**

In this present investigator employee the following tools:

a. Scale for assessing Behaviour towards Environment (SABE) self constructed by researcher herself.

b. Taj Environmental Attitude Scale (TEAS) constructed by Dr. Mrs. Haseen Taj.

**Statistical Techniques Used:**

Following statistical techniques have been treated on the available data for analysis.
Calculations of Means and SDs to obtain difference of attitude and behaviour existing in the student of secondary school.

Significance of difference in scores of pre-test (Data before applying the environmental awareness programmes) and post test (data after applying the environmental awareness programmes) of secondary school children analyzed by using the 't' test.

a. 't' test

In order to find out the difference in degree of environmental awareness on pre and post test of the selected samples on the basis of gender, religion and socio economic status.

\[
T = \frac{M_1 - M_2}{\sqrt{\frac{N_1 \sigma_1^2 + N_2 \sigma_2^2}{N_1 + N_2 - 2} \left(\frac{N_1 + N_2}{N_1 N_2}\right)}}
\]

Where;  

\( M_1 \) = Mean of I group  
\( M_2 \) = Mean of II group  
\( Q_1 \) = S.D. of I group  
\( Q_2 \) = S.D. of II group  
\( N_1 \) = No. of cases on I group  
\( N_2 \) = No. of cases on II group
Summary:

When the results were compared of the different religion and gender groups, there was a significant difference observed in their attitude while there was no significant difference observed in their behaviour before applying the environment awareness programmes. There was a significant difference measured in the attitude of high SES and middle SES children before applying the environmental awareness test while no such difference was observed in the behaviour of the same group. When the low SES and middle SES were concerned, no significant difference was observed in attitude as well as behaviour before applying the environmental awareness programmes. There was no significant difference in the attitude of high SES and low SES group while a remarkable difference was found in the behaviour of the same group before applying the test. After taking the results of the different groups before applying the test, the investigator implemented many environmental awareness programmes on the students and after that she took the post test.

The environmental awareness programmes had a positive impact on the attitude and behaviour of various groups to a great extent. When the mean values of pre-test was compared with mean value of post test, there was a significant difference found in all variables for example
gender, religion and SES groups of secondary school children. This shows that environmental awareness programmes which were implemented on students of secondary school had positive impact and them. But on the other hand when the mean values of post test (after applying the environmental awareness programmes) was measured/observed with regard to the different gender and different religion and different SES groups and variation was found in the respective results.

While comparing the mean value of Muslims children with non-Muslim children of secondary school on the basis of post test results, there was a significant difference found in the attitude and behaviour. It shows that after applying the environmental awareness programmes the attitude and behaviour has significant difference, on the other hand male students and female students were significantly different in attitude and behaviour after applying the environmental awareness programmes. Further, on comparing the middle SES comparing with high SES students the mean values of both groups were having significant difference. Also while comparing the middle SES with low SES, on the basis of attitude and behaviour, it was observed that mean value of middle SES was significantly higher than low SES. Now when attitude of low SES students of secondary school was compared with
high SES students, a significant difference was found in attitude and behaviour, where high SES students have high degree of attitude but have lesser degree of environmental behaviour than low SES (after applying the environmental awareness test). When the effect was observed on the basis of religion, gender and SES together, the attitude and behaviour had significant difference in the mean values of pre-test and post test in most of the cases. Hence, this showed that environmental awareness programmes had an overall positive effect an attitude and behaviour of secondary school children.