Chapter VI

Summary

“A Comparative Study on Environmental Awareness of Assamese and English medium Secondary School Teachers and Students in Jorhat district of Assam and their Attitudes towards Environmental Education.”

6.0. Introduction:

Living beings depend on the environment for their survival. ‘Environment’ mainly consists of two main parts; namely natural and artificial environment\(^1\). The human mind and technology have helped humans to utilize their natural environment and to convert it into a more intensive artificial environment. Understandably, development and changes in technology in turn results in changes in the natural and artificial environments. The natural environment that consists of numerous ecosystems has its own natural process in bringing balance. Nevertheless, society’s intensive activities have interrupted the natural process and ruined its balance and led to environmental problems that cannot be handled. Besides these activities, Keating\(^2\) articulates that human beings have been recently confronting many environmental problems because of global population explosion, growing demand for food, tropical deforestation, and extinction of biological resources i.e. genes, species, populations and ecosystems. In addition to this human activities have affected the land causing serious degradations, increasing poverty and starvation, growing water demand, and declining water quality, growing energy demand, unsustainable use of resources and unsustainable development. The environmental problems mentioned above pose a
serious threat to the very survival of the human race and the other living beings all over the world.

Looking at the specific case in India substantial environmental threats are increasing rapidly due mainly to urbanization, industrialization and population explosions in the last three decades. In the past four to five decades the countries all over the world have experienced a substantial increase in the use of natural resources in their attempt to increase and improve the quality of life. This situation has led to the degradation of the environment of the world in which we live.

The resulting environmental threat has initiated a movement in both the formal and non-formal education system, which has led specialists to consider providing environmental education (EE) in schools. As reported by Palmers, the only solution in overcoming these global problems is that global population needs to be better educated on environmental issues and problem. In other words, EE will be the central factor in raising public awareness in environmental issues. Fortunately, EE has recently been strongly emphasized and taken into consideration when planning school curriculum by developed and developing countries. The chief aim of these EE is to promote environmental awareness and consciousness among individuals, and motivate them to take action to overcome the problems and sustain the environment.

6.1. Conceptual background of Environmental Education:

Environmental education is a new area of study in the field of education. Over the last 50 years, environmental education (EE) has been one of the main interests of educational organizations, local communities, the private sectors and local governments. These organizations were responsible for the introduction, enrichment
and bringing effectiveness in the EE curriculum at the various levels of our educational system.

Many authors name the 1960s as the decade when EE started to develop in response to the world’s growing awareness about environmental problems. Others believe that EE grew from the movement that existed from the beginning of the last century such as nature study, conservation and outdoor education\textsuperscript{4}. In general, the history of the development of the main terms and definitions of environmental education has been studied by different experts. According to Disinger\textsuperscript{5} the term ‘Environmental Education’ appeared for the first time in 1948 at the meeting of the International Union for the Conservation of Nature and Natural Resources (IUCN). On the other hand, Gough\textsuperscript{6}, Palmer\textsuperscript{7}, Sterling and Cooper\textsuperscript{8} mentioned that, date of appearance of the definition of EE to the end of the 1960s when this term was began to be used and discussed on the international platform. EE has been defined by experts in many ways. Brennan furnished the following definition of EE, based upon earlier definitional discussions of conservation education supplied by Brandwein and himself: (Environmental education is) that education which develops in (man) a recognition of (his) interdependence with all of life and a recognition of (his) responsibility to maintain the environment in a manner fit for life and fit for living - an environment of beauty and bounty, in which (man) lives in harmony. The first part of environmental education involves development of understanding; the second, development of attitudes - a ‘conservation ethics’.

The Nevada conference of international union for the conservation of nature and natural resources\textsuperscript{9} held in the year 1970, defined that, ‘Environmental education is the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the interrelatedness among man, his
culture and his biophysical surroundings. Environmental education entails practices in
decision-making and self-formulation of code of behaviour about issues concerning
environmental quality’. The Environmental Act\textsuperscript{10} states on environmental education
as, ‘the education process dealing with man’s relationship with its natural and man-
made surroundings, and including the relation of population, pollution, resources
allocation and depletion, conservation, transportation, technology and urban and rural
planning to the total human environment’. One of the most widely accepted
definitions of EE was given in the Tbilisi Declaration which was developed at the
Environmental education was defined there as:- ‘learning process that increase
people’s knowledge and awareness about the environment and associated challenges,
develops the necessary skills and expertise to address the challenges, and fosters
attitude, motivations, and commitments to make informed decisions and take
responsible action.’\textsuperscript{11} According to this declaration, environmental education is seen
as a life-long process that is interdisciplinary and holistic in nature and application. It
concerns the interrelationship between human and natural systems and encourages the
development of an environmental ethic, awareness, understanding of environmental
problems, development of critical thinking and problem solving skills.

\textbf{6.2. Objectives of Environmental Education:}

The basic aim of environmental education as defined by the participants of the
1977 UNESCO-UNEP Intergovernmental Conference on Environmental Education\textsuperscript{12}
(held in Tbilisi, Georgia, USSR), also known as the Tbilisi Declaration, is ‘. . . to
succeed in making individuals and communities understand the complex nature of the
natural and built environments resulting from the interactions of their physical,
biological, social, economic, and cultural aspects, and acquire the knowledge, values, attitudes, and practical skills to participate in a responsible and effective way in anticipating and the management of the quality of the environment’. This conference also facilitated the formulation of objectives of environmental education for both formal and non-formal education at all levels as given below:

**Awareness**: to help social groups and individuals acquire an awareness of and sensitivity to the total environment and its allied problems.

**Knowledge**: to help social groups and individuals gain a variety of experience in, and acquire a basic understanding of, the environment and its associate problems.

**Attitudes**: to help social groups and individuals acquire a set of values and feelings of concern for the environment, and the motivation for actively participating in environmental improvement and protection.

**Skills**: to help social groups and individuals acquire the skills for identifying and solving environmental problems.

**Participation**: to provide social groups and individuals with an opportunity to be actively involved at all levels in working toward resolution of environmental problems.

In summary environmental education is a practical science which works with almost all subjects. It is related with the dynamic relationship of man and nature. It aims to improve environmental quality for a healthy life and sustainable development.

**6.3. Rationale of the Study:**

Environmental education is a process that develops awareness, understanding and positive attitude towards Environment to protect and improve the surroundings. It refers
to foster awareness of and concern about economic, social, political and ecological interdependence in urban and rural areas (Womersley and Stokes 1981). The aim of Environmental Education is to develop empathetic relationship with various members of the community and understanding their role and importance (Rajput et al. 1980).

Development of positive attitude towards environmental education is one among the objectives or goal to be achieved. It is achieved through providing knowledge on the realities of environment and skills required for taking active participation in the mitigation of environmental problems. Therefore education has been chosen as the main agent to sensitize the issues related to environment. The efforts of governments and of the nongovernmental organizations made many to realize magnitude of the problem and drew attention of the Medias. The discussions on the various academic forums made all over the world have fascinated many to study the problems related to environmental education.

In India, although environmental education is being imparted at the secondary level, research studies on the impact or its relevance are not studied at regular intervals. The differences in socio, economic, educational, religious, and political background of the pupil may have some influence on the aptitude attitude and the level of awareness of the pupil and it would be interesting to be studied. But then, there is no dearth of studies on environment and environment related problems important among studies related to EE were carried out by scholars like, Rajput et al. (1980), Gupta et al. (1981), S. G. Pai (1981), Gakhar et al. (1993), Shyam et al. (1997), Dubey and Samal (1998), Lyndem and Singh (2000), Benjongkumba (2002), M. Abraham and N. K. Arjun (2005), M. Sengupta (2005), J. S. Dhillon and V. Sandhu (2005), R. Balakrishnan (2006) etc in India and De Groot (1967), Klee (1971), Berger (1973), Md. A. Ehsan (1985), Touché Fu (1996), Al Rusheidat and Jamal Moh’d. (1996), Oberst and Mary Claire (1997), Hadisuwanno and Hariadi (1997), Sall and Amadon Bocar Cire (1999), Legault and M.R. Louise (1999),
Lin and Emily Shu-ying (2000), Shobeiri et al. (2007), Bulent Cavas et al. (2009), Oguz et al. (2010) etc. in aboard. A thorough examination of the studies reveals that no study has so far been made by any scholar on the population of Jorhat district of Assam concerning to the environmental awareness and attitude of the secondary school children. Furthermore the district is noted for its being placed in one of the most important biodiversity hot spots of the world; therefore an attempt has been made to study the said problem.

6.4. Statement of the Problem:

“A Comparative Study on Environmental Awareness of Assamese and English medium Secondary School Teachers and Students in Jorhat district of Assam and their Attitudes towards Environmental Education.”

6.5. Objectives of the Study:

The main objectives of the present research study are as under:

1. To study the environmental awareness and attitude of Assamese and English medium Secondary School teachers of Jorhat district in Assam.
2. To study the environmental awareness and attitude of Assamese and English medium Secondary School students of Jorhat district in Assam.
3. To study the influence of settlement, educational qualification and teaching experience and their interactions on environmental awareness and attitude towards environmental education of Assamese and English medium Secondary School teachers of Jorhat district in Assam.
4. To study the influence of socio-economic status, academic achievement, settlement and their interactions on environmental awareness and attitude
towards environmental education Assamese and English medium Secondary School students of Jorhat district in Assam.

6.6. Hypothesis of the Study:

On the basis of the objectives of the study, following hypothesis have been formulated for the present study:

1. There is no difference in environmental awareness among the Assamese and English medium Secondary School teachers of Jorhat district in Assam.

2. There is no difference in the environmental awareness among the Assamese and English medium Secondary School students in the Jorhat district of Assam.

3. There is no difference in the environmental attitude among the Assamese and English medium Secondary School teachers in Jorhat district of Assam.

4. There is no difference in the environmental attitude among the Assamese and English medium Secondary School students in Jorhat district of Assam.

5. There will be no influence of settlement, educational qualification and teaching experience on environmental awareness among the Assamese and English medium Secondary School teachers in Jorhat district of Assam.

6. There will be no influence of settlement, educational qualification and teaching experience on environmental attitude among the Assamese and English medium Secondary School teachers in Jorhat district of Assam.

7. There will be no influence of socio-economic status, academic achievement, settlement on the environmental awareness among the Assamese and English medium Secondary School students in Jorhat district of Assam.
8. There will be no influence of socio-economic status, academic achievement, settlement on the environmental attitude among the Assamese and English medium Secondary School students in Jorhat district of Assam.

6.7. Delimitations:

The present study has been delimited to –

1. The study is limited to secondary schools in Jorhat district of Assam only.
2. The study is limited to 220 teachers and 400 students only.
3. The study is limited to the awareness of teachers and students on environment and their attitude towards environmental education only.
4. The study is limited to the non cognitive variables like Sex, Socio-economic status, Settlement and cognitive variable like Academic Achievement, awareness and attitude of the students.
5. The study is limited to the variables like Sex, Teaching experience, Educational qualification, Settlement of the teachers.

6.8. Operational terms:

The operational terms used in the present study is as following-

(a) Assamese medium Students: The students who are studying in Assamese medium secondary schools in the Jorhat district of Assam.

(b) English medium Students: The students who are studying in English medium secondary schools in the Jorhat district of Assam.

(c) Assamese medium Teachers: The teachers who are teaching in Assamese medium secondary schools in the Jorhat district of Assam.
(d) **English medium Teachers:** The teachers who are teaching in English medium secondary schools in the Jorhat district of Assam.

(e) **Environmental Awareness:** Environmental Awareness in this study refers to the knowledge of teachers and students belonging to Assamese and English medium secondary schools in the Jorhat district of Assam on environment and its relation to human life.

(f) **Attitude:** Tendency of Assamese and English medium secondary schools teachers and students to react favourably and unfavourably towards environmental education. It is represented by the scores obtained by sample teachers and students on the attitude scale toward environmental education.

(g) **Cognitive Variables:** Those variables, which are related to the mental faculties of the teachers and students of Assamese and English medium secondary schools in the Jorhat district of Assam.

1. **Academic Achievement:** It is defined as the cumulative scores of various curricular tests obtained in the Examination of the students of Assamese and English medium secondary schools in the Jorhat district of Assam.

(h) **Non-Cognitive Variables:** Those variables, which are related to variables like sex, socio-economic status, settlement etc of the teachers and students of Assamese and English medium secondary schools in the Jorhat district of Assam.

1. **Sex:** It refers to the male and female of teachers and students of Assamese and English medium secondary school level in the Jorhat district of Assam.

2. **Socio-economic Status:** It refers to the social and economic factors, which are educationally, and psychologically the most important of the
students of Assamese and English medium secondary schools in the Jorhat district of Assam. It represent by the scores obtained on the socio-economic status scale developed by the researcher.

3. Experience: It refers to the teaching experience of the teachers of Assamese and English medium secondary schools in the Jorhat district of Assam. It represent by the scores obtained on the basis of information collected by the researcher.

6.9. Methodology:

In view of the objectives of the present study, the researcher has adopted the Normative Survey Method of educational research. The details are as under:

(i) Population and Sample:

The primary purpose of research is to discover principles that have universal application but it is impossible for an investigator to study a whole population. Some populations are so large that their characteristics can’t be measured; before the measurement could be completed, the populations would have changed. The term population refers to any specific group of human beings or objects, educational institutions, time units, geographical areas, individual etc. Fortunately, the process of sampling makes it possible to draw valid inferences or generalizations on the basis of careful observation of variables within a relatively small proportion of the population. A sample is a small proportion of a population selected for observation and analysis. It is accepted by the experts that it is impossible for a researcher to collect the data from each and every individuals of a population. Therefore, sampling is the only way to make certain inferences about the characteristics of the population from which it is drawn.
In the present study, a sample of 240 teachers and 400 students was selected by adopting the random sampling techniques. Further, selected sample was divided into two segments of 120 teachers and 200 students. Here, each segment consists of teachers and students of the Assamese and English medium secondary schools in Jorhat district of Assam. Equal representation of teachers and students has been ensured for sex, medium and settlement in both the Assamese and English medium secondary schools in Jorhat district of Assam.

(ii) Tools Used:

On the basis of the objectives of study following tolls were developed and used in the present study:

(a) Environmental awareness scale for the teachers of Assamese and English medium Secondary Schools in Jorhat district of Assam.

(b) Environmental awareness scale for the students of Assamese and English medium Secondary Schools in Jorhat district of Assam.

(c) Environmental attitude scale for the teachers of Assamese and English medium Secondary Schools in Jorhat district of Assam.

(d) Environmental attitude scale for the students of Assamese and English medium Secondary Schools in Jorhat district of Assam.

(e) Socio-economic status scale for the students of Assamese and English medium Secondary Schools in Jorhat district of Assam.

(iii) Procedure of the Data Collection:

The investigator personally visited the selected Assamese and English medium Secondary Schools in Jorhat district of Assam for collection of data from 240 teachers and 400 students. The tests and scales were administered on 120 teachers belonging to Assamese medium secondary schools and 120 teachers
belonging to English medium secondary schools in Jorhat district of Assam. The tests and scales were administered in the same way on 200 students belonging to Assamese medium secondary schools and 200 students belonging to English medium secondary schools in Jorhat district of Assam by providing the necessary instructions relating to each tool of this research work to get their free, frank, honest and original opinions without any influence. While administrating the tools, the researcher was physically present throughout the answering session.

6.10. Analysis of Data:

For analysis and computation of results, the researcher used ‘Three Way Analysis of Variance’ as the statistical technique to investigate the influence and interactions of variables. In addition to ‘Three Way Analysis of Variance’ measures of central tendency has also been used for computing the mean scores of environmental awareness and attitude tests of the teachers and students of Assamese and English medium secondary schools in the Jorhat district of Assam and the mean scores of their attitude towards environmental education.

6.11. Findings and Discussions:

The main findings of the study are described and discussed as under-

1. For the present study an Environmental Awareness Test consisting of 30 items with multiple choice types has been developed and used for assessing the Environmental Awareness among the teachers and students of Assamese and English medium Secondary Schools. The test had the scores ranging from 0 to 120. The scores of sample teachers and students were tabulated for the purpose of analysis and further study.
2. Secondly, an Attitude Scale was developed and used to measure the attitude of the teachers and students of Assamese and English medium Secondary Schools in Jorhat district of Assam. The attitude scale contained 30 items relating to environment and environmental education and it was developed based on the five point Thurston scale. As per the weightage of the responses against each statement, the minimum and maximum attitude score of any teachers and students come out to be zero \((30 \times 0 = 30)\) to one hundred twenty \((30 \times 4 = 120)\) respectively.

3. The environmental awareness test scores of 240 teachers and 400 students were used for computing the Environmental Awareness mean scores of both teachers and students separately. The maximum marks of the test were 120. It means the Environmental Awareness mean score of the test may range from zero \((0)\) to 120 marks and the mean scores of the test were found out to be 78.36 (test used for students) and 78.87 (test used for teachers). But the overall mean scores of 240 teachers and 400 students were almost identical. It means that the teachers and students are having approximately equal mean scores. It can be said that the environmental awareness of teachers and students were average.

4. The environmental attitude test scores of teachers and students towards environmental education were tabulated. The attitude scale contained 30 items relating to environment and environmental education. As per the weightage to responses against each statement, the minimum and maximum attitude score of any teacher and student to be zero \((30 \times 0 = 0)\) and 120 \((30 \times 4 = 120)\) respectively. The mean scores of the attitude test found out to be 87.29 (test used for teachers) and 87.25 (test used for students). But the overall mean scores of 240 teachers and 400 students were almost identical. It means that the teachers and
students are having approximately equal mean scores. It can be said that the environmental awareness of teachers and students were average. It shows that the teachers and students belonging to Assamese and English medium Secondary Schools have quite favourable attitude towards environment and environmental education.

5. The main findings of Environmental Awareness of Assamese and English medium Secondary School teachers as a whole relating to their teaching experience, settlement and educational qualifications are as under-

a) Table 17 (C) reveals that the computed ‘F’ value was found 0.29 relating to the variable Teaching Experience, where as the table ‘F’ value is 3.98 for 1/72 d.f. at .05 level of confidence. It means that that obtained F value (0.29) is smaller than the table value 3.98; it is concluded that the mean scores of Environmental Awareness of the teachers belonging to secondary school belonging to high and low groups of teaching experience group do not differ significantly. In view of this the hypothesis is retained and interpreted that the variable teaching experience does not influence the Environmental Awareness of the teachers of secondary schools in Jorhat, Assam.

b) It is indicated in table 17 (C) that the obtained ‘F’ value is 500.34 regarding the variable of Educational Qualifications, which is higher than the table ‘F’ value 3.98 for 1/72 d.f. at .05 level. It means the mean scores of Environmental Awareness of the teachers of secondary school belonging to high and low groups of Educational Qualifications group differ significantly. Therefore, the hypothesis has been rejected and interpreted that Educational Qualifications influence the Environmental Awareness of the teachers of secondary schools in Jorhat, Assam.
c) Table 17 (C) shows that the computed ‘F’ Value came out to be 0.01 regarding the Settlement variable whereas the table ‘F’ value is 3.98 for 1/72 d. f. at .05 level. Here, the obtained ‘F’ value 0.01 is lesser than the table value 3.98. Hence, it is concluded that the mean scores of Environmental Awareness among rural and urban teachers of Secondary School do not differ significantly. In view of this, the hypothesis is retained and interpreted that the variable Settlement, does not influence the Environmental Awareness of the teachers of secondary schools in Jorhat, Assam.

d) Further, the table 17 (C) indicates that the obtained ‘F’ values of interactions between Teaching Experience, Educational Qualifications and Settlement, were found 0.29, 500.34, and 0.01 respectively, which are lesser than the criterion ‘F’ value 3.98 for 1/72 d.f. at .05 level of confidence. Although Educational Qualifications shows very high influence on the awareness of secondary school teachers the other variables like Teaching Experience and Settlement of teachers does not have any influence therefore it can be concluded that as a whole the interaction between these variables on awareness of secondary school teachers are insignificant.

6. The main findings of Environmental Attitude of Assamese and English medium Secondary School teachers as a whole relating to their teaching experience, settlement and educational qualifications are as under-

a) Table 18 (C) reveals that the computed ‘F’ value was found 1.82 relating to the variable Teaching Experience, where as the table ‘F’ value is 3.98 for 1/72 d.f. at .05 level of confidence. It means that that obtained F value (1.82) is smaller than the table value 3.98; it is concluded that the mean scores of
Environmental Attitude of the teachers belonging to secondary school belonging to high and low groups of teaching experience group do not differ significantly. In view of this the hypothesis is retained and interpreted that the variable teaching experience does not influence the Environmental Attitude of the teachers of secondary schools in Jorhat, Assam.

b) It is indicated in table 18 (C) that the obtained ‘F’ value is 512.24 regarding the variable of Educational Qualifications, which is higher than the table ‘F’ value 3.98 for 1/72 d.f. at .05 level. It means the mean scores of Environmental Attitude of the teachers of secondary school belonging to high and low groups of Educational Qualifications group differ significantly. Therefore, the hypothesis has been rejected and interpreted that Educational Qualifications influence the Environmental Attitude of the teachers of secondary schools in Jorhat, Assam.

c) Table 18 (C) shows that the computed ‘F’ Value came out to be 1.34 regarding the Settlement variable whereas the table ‘F’ value is 3.98 for 1/72 d.f. at .05 level. Here, the obtained ‘F’ value 1.34 is lesser than the table value 3.98. Hence, it is concluded that the mean scores of Environmental Attitude among rural and urban teachers of Secondary School do not differ significantly. In view of this, the hypothesis is retained and interpreted that the variable Settlement, does not influence the Environmental Attitude of the teachers of secondary schools in Jorhat, Assam.

d) Further, the table 18 (C) indicates that the obtained ‘F’ values of interactions between Teaching Experience, Educational Qualifications and Settlement, were found 1.82, 512.24, and 1.34 respectively, which are lesser than the criterion ‘F’ value 3.98 for 1/72 d.f. at .05 level of confidence. Although
Educational Qualifications shows very high influence on the attitude of secondary school teachers the other variables like Teaching Experience and Settlement of teachers does not have any influence therefore it can be concluded that as a whole the interaction between these variables on attitude of secondary school teachers are insignificant.

7. The main findings of Environmental Awareness of Assamese and English medium Secondary School students as a whole relating to their socio-economic status, settlement and academic achievement are as under-

a) Table 19 (C) reveals that the computed ‘F’ value was found 0.36 relating to the variable Socio-economic status, where as the table ‘F’ value is 3.98 for 1/72 d.f. at .05 level of confidence. It means that that obtained F value (0.36) is smaller than the table value 3.98; it is concluded that the mean scores of Environmental Awareness of the students belonging to secondary school belonging to high and low groups of socio-economic group do not differ significantly. In view of this the hypothesis is retained and interpreted that the variable socio-economic status does not influence the Environmental Awareness of the students of secondary schools in Jorhat, Assam.

b) It is indicated in table 19 (C) that the obtained ‘F’ value is 17.07 regarding the variable of Academic Achievement, which is higher than the table ‘F’ value 3.98 for 1/72 d.f. at .05 level. It means the mean scores of Environmental Awareness of the students of secondary school belonging to high and low groups of Academic Achievement group differ significantly. Therefore, the hypothesis has been rejected and interpreted that Academic Achievement
influence the Environmental Awareness of the students of secondary schools in Jorhat, Assam.

c) Table 19 (C) shows that the computed ‘F’ Value came out to be 0.05 regarding the Settlement variable whereas the table ‘F’ value is 3.98 for 1/72 d.f. at .05 level. Here, the obtained ‘F’ value 0.05 is lesser than the table value 3.98. Hence, it is concluded that the mean scores of Environmental Awareness among rural and urban students of Secondary School do not differ significantly. In view of this, the hypothesis is retained and interpreted that the variable Settlement, does not influence the Environmental Awareness of the students of secondary schools in Jorhat, Assam.

d) Further, the table 19 (C) indicates that the obtained ‘F’ values of interactions between socio-economic status, Achievement and settlement, were found 0.36, 17.07 and 0.05 respectively, which are lesser than the criterion ‘F’ value 3.98 for 1/72 d.f. at .05 level of confidence except the obtained ‘F’ value. Although Academic Achievement shows very high influence on the environmental awareness of secondary school students the other variables like socio-economic status and Settlement of students does not have any influence therefore it can be concluded that as a whole the interaction between these variables on environmental awareness of secondary school students are insignificant.

8. The main findings of Environmental Attitude of Assamese and English medium Secondary School students as a whole relating to their socio-economic status, settlement and academic achievement are as under-
a) Table 20 (C) reveals that the computed ‘F’ value was found 0.22 relating to the variable Socio-economic status, where as the table ‘F’ value is 3.98 for 1/72 d.f. at .05 level of confidence. It means that that obtained F value (0.22) is smaller than the table value 3.98; it is concluded that the mean scores of Environmental Attitude of the students belonging to secondary school belonging to high and low groups of socio-economic group do not differ significantly. In view of this the hypothesis is retained and interpreted that the variable socio-economic status does not influence the Environmental Attitude of the students of secondary schools in Jorhat, Assam.

b) It is indicated in table 20 (C) that the obtained ‘F’ value is 26.09 regarding the variable of Academic Achievement, which is higher than the table ‘F’ value 3.98 for 1/72 d.f. at .05 level. It means the mean scores of Environmental Attitude of the students of secondary school belonging to high and low groups of Academic Achievement group differ significantly. Therefore, the hypothesis has been rejected and interpreted that Academic Achievement influence the Environmental Attitude of the students of secondary schools in Jorhat, Assam.

c) Table 20 (C) shows that the computed ‘F’ Value came out to be 0.004 regarding the Settlement variable whereas the table ‘F’ value is 3.98 for 1/72 d. f. at .05 level. Here, the obtained ‘F’ value 0.004 is lesser than the table value 3.98. Hence, it is concluded that the mean scores of Environmental Attitude among rural and urban students of Secondary School do not differ significantly. In view of this, the hypothesis is retained and interpreted that the variable Settlement, does not influence the Environmental Attitude of the students of secondary schools in Jorhat, Assam.
d) Further, the table 20 (C) indicates that the obtained ‘F’ values of interactions between socio-economic status, Achievement and settlement, were found 0.22, 26.09 and 0.004 respectively, which are lesser than the criterion ‘F’ value 3.98 for 1/72 d.f. at .05 level of confidence except the obtained ‘F’ value. Although Academic Achievement shows high influence on the environmental attitude of secondary school students the other variables like socio-economic status and Settlement of students does not have any influence therefore it can be concluded that as a whole the interaction between these variables on environmental attitude of secondary school students are insignificant.

9. The main findings of Environmental Awareness of Assamese medium secondary school male teachers relating to teaching experience, settlement and educational qualifications are as under-

a) Table 21 (C) reveals that the computed ‘F’ value was found 0.58 relating to the variable Teaching Experience, where as the table ‘F’ value is 3.98 for 1/72 d.f. at .05 level of confidence. It means that that obtained F value (0.25) is smaller than the table value 3.98; it is concluded that the mean scores of Environmental Awareness of the male teachers belonging to Assamese medium secondary school belonging to high and low groups of teaching experience group do not differ significantly. In view of this the hypothesis is retained and interpreted that the variable teaching experience does not influence the Environmental Awareness of the male teachers of Assamese medium secondary schools in Jorhat, Assam.

b) It is indicated in table 21 (C) that the obtained ‘F’ value is 495.20 regarding the variable of Educational Qualifications, which is higher than the table ‘F’
value 3.98 for 1/72 d.f. at .05 level. It means the mean scores of Environmental Awareness of the male teachers of Assamese medium secondary school belonging to high and low groups of Educational Qualifications group differ significantly. Therefore, the hypothesis has been rejected and interpreted that Educational Qualifications influence the Environmental Awareness of the male teachers of Assamese medium secondary schools in Jorhat, Assam.

c) Table 21 (C) shows that the computed ‘F’ Value came out to be 0.45 regarding the Settlement variable whereas the table ‘F’ value is 3.98 for 1/72 d. f. at .05 level. Here, the obtained ‘F’ value 0.45 is lesser than the table value 3.98. Hence, it is concluded that the mean scores of Environmental Awareness among rural and urban male teachers of Assamese medium Secondary School do not differ significantly. In view of this, the hypothesis is retained and interpreted that the variable Settlement, does not influence the Environmental Awareness of the male teachers of Assamese medium secondary schools in Jorhat, Assam.

d) Further, the table 21 (C) indicates that the obtained ‘F’ values of interactions between Teaching Experience, Educational Qualifications and Settlement, were found 0.58, 495.20, and 0.45 respectively, which are lesser than the criterion ‘F’ value 3.98 for 1/72 d.f. at .05 level of confidence. Although Educational Qualifications shows very high influence on the environmental awareness of Assamese medium Secondary School male teachers the other variables like Teaching Experience and Settlement of teachers does not have any influence therefore it can be concluded that as the interaction between
these variables on environmental awareness of Assamese medium Secondary School male teachers are insignificant.

10. The main findings of Environmental Awareness of Assamese medium secondary school female teachers relating to teaching experience, settlement and educational qualifications are as under-

a) Table 22 (C) reveals that the computed ‘F’ value was found 2.52 relating to the variable Teaching Experience, where as the table ‘F’ value is 3.98 for 1/72 d.f. at .05 level of confidence. It means that that obtained F value (2.52) is smaller than the table value 3.98; it is concluded that the mean scores of Environmental Awareness of the Female teachers belonging to Assamese medium secondary school belonging to high and low groups of teaching experience group do not differ significantly. In view of this the hypothesis is retained and interpreted that the variable teaching experience does not influence the Environmental Awareness of the Female teachers of Assamese medium secondary schools in Jorhat, Assam.

b) It is indicated in table 22 (C) that the obtained ‘F’ value is 567.90 regarding the variable of Educational Qualifications, which is higher than the table ‘F’ value 3.98 for 1/72 d.f. at .05 level. It means the mean scores of Environmental Awareness of the female teachers of Assamese medium secondary school belonging to high and low groups of Educational Qualifications group differ significantly. Therefore, the hypothesis has been rejected and interpreted that Educational Qualifications influence the Environmental Awareness of the female teachers of Assamese medium secondary schools in Jorhat, Assam.
c) Table 22 (C) shows that the computed ‘F’ Value came out to be 0.43 regarding the Settlement variable whereas the table ‘F’ value is 3.98 for 1/72 d. f. at .05 level. Here, the obtained ‘F’ value 0.76 is lesser than the table value 3.98. Hence, it is concluded that the mean scores of Environmental Awareness among rural and urban teachers of Assamese medium Secondary School do not differ significantly. In view of this, the hypothesis is retained and interpreted that the variable Settlement, does not influence the Environmental Awareness of the female teachers of Assamese medium secondary schools in Jorhat, Assam.

d) Further, the table 22 (C) indicates that the obtained ‘F’ values of interactions between Teaching Experience, Educational Qualifications and Settlement, were found 2.52, 567.90 and 0.43 respectively. Although Educational Qualifications shows very high influence on the environmental awareness of Assamese medium Secondary School female teachers the other variables like Teaching Experience and Settlement of teachers does not have any influence therefore it can be concluded that the interaction between these variables on environmental awareness of Assamese medium Secondary School female teachers are insignificant.

11. The main findings of Environmental Awareness of English medium secondary school male teachers relating to teaching experience, settlement and educational qualifications are as under-

a) Table 23 (C) reveals that the computed ‘F’ value was found 1.26 relating to the variable Teaching Experience, where as the table ‘F’ value is 3.98 for 1/72 d.f. at .05 level of confidence. It means that that obtained F value (0.25) is
smaller than the table value 3.98; it is concluded that the mean scores of Environmental Awareness of the male teachers belonging to English medium secondary school belonging to high and low groups of teaching experience group do not differ significantly. In view of this the hypothesis is retained and interpreted that the variable teaching experience does not influence the Environmental Awareness of the male teachers of English medium secondary schools in Jorhat, Assam.

b) It is indicated in table 23 (C) that the obtained ‘F’ value is 503.23 regarding the variable of Educational Qualifications, which is higher than the table ‘F’ value 3.98 for 1/72 d.f. at .05 level. It means the mean scores of Environmental Awareness of the male teachers of English medium secondary school belonging to high and low groups of Educational Qualifications group differ significantly. Therefore, the hypothesis has been rejected and interpreted that Educational Qualifications influence the Environmental Awareness of the male teachers of English medium secondary schools in Jorhat, Assam.

c) Table 23 (C) shows that the computed ‘F’ Value came out to be 0.73 regarding the Settlement variable whereas the table ‘F’ value is 3.98 for 1/72 d. f. at .05 level. Here, the obtained ‘F’ value 0.76 is lesser than the table value 3.98. Hence, it is concluded that the mean scores of Environmental Awareness among rural and urban male teachers of English medium Secondary School do not differ significantly. In view of this, the hypothesis is retained and interpreted that the variable Settlement, does not influence the Environmental Awareness of the male teachers of English medium secondary schools in Jorhat, Assam.
d) Further, the table 23 (C) indicates that the obtained ‘F’ values of interactions between Teaching Experience, Educational Qualifications and Settlement, were found 1.2, 503.23, and 0.73 respectively, which are lesser than the criterion ‘F’ value 3.98 for 1/72 d.f. at .05 level of confidence. Although Educational Qualifications shows very high influence on the environmental awareness of English medium Secondary School male teachers the other variables like Teaching Experience and Settlement of teachers does not have any influence therefore it can be concluded that the interaction between these variables on environmental awareness of English medium Secondary School male teachers are insignificant.

12. The main findings of Environmental Awareness of English medium secondary school female teachers relating to teaching experience, settlement and educational qualifications are as under-

a) Table 24 (C) reveals that the computed ‘F’ value was found 1.57 relating to the variable Teaching Experience, where as the table ‘F’ value is 3.98 for 1/72 d.f. at .05 level of confidence. It means that that obtained F value (1.57) is smaller than the table value 3.98; it is concluded that the mean scores of Environmental Awareness of the Female teachers belonging to English medium secondary school belonging to high and low groups of teaching experience group do not differ significantly. In view of this the hypothesis is retained and interpreted that the variable teaching experience does not influence the Environmental Awareness of the Female teachers of English medium secondary schools in Jorhat, Assam.
b) It is indicated in table 24 (C) that the obtained ‘F’ value is 534.52 regarding the variable of Educational Qualifications, which is higher than the table ‘F’ value 3.98 for 1/72 d.f. at .05 level. It means the mean scores of Environmental Awareness of the female teachers of English medium secondary school belonging to high and low groups of Educational Qualifications group differ significantly. Therefore, the hypothesis has been rejected and interpreted that Educational Qualifications influence the Environmental Awareness of the female teachers of English medium secondary schools in Jorhat, Assam.

c) Table 24 (C) shows that the computed ‘F’ Value came out to be 0.79 regarding the Settlement variable whereas the table ‘F’ value is 3.98 for 1/72 d. f. at .05 level. Here, the obtained ‘F’ value 0.76 is lesser than the table value 3.98. Hence, it is concluded that the mean scores of Environmental Awareness among rural and urban female teachers of English medium Secondary School do not differ significantly. In view of this, the hypothesis is retained and interpreted that the variable Settlement, does not influence the Environmental Awareness of the female teachers of English medium secondary schools in Jorhat, Assam.

d) Further, the table 24 (C) indicates that the obtained ‘F’ values of interactions between Teaching Experience, Educational Qualifications and Settlement, were found 1.57, 534.52, and 0.79 respectively, which are lesser than the criterion ‘F’ value 3.98 for 1/72 d.f. at .05 level of confidence. Although Educational Qualifications shows very high influence on the environmental awareness of English medium Secondary School female teachers the other variables like Teaching Experience and Settlement of teachers does not have
any influence therefore it can be concluded that the interaction between these variables on environmental awareness of English medium Secondary School female teachers are insignificant.

13. The main findings of Environmental Attitude of Assamese medium secondary school male teachers relating to teaching experience, settlement and educational qualifications are as under:

a) Table 25 (C) reveals that the computed ‘F’ value was found 0.73 relating to the variable Teaching Experience, where as the table ‘F’ value is 3.98 for 1/72 d.f. at .05 level of confidence. It means that that obtained F value (0.73) is smaller than the table value 3.98; it is concluded that the mean scores of Environmental Attitude of the male teachers belonging to Assamese medium secondary school belonging to high and low groups of teaching experience group do not differ significantly. In view of this the hypothesis is retained and interpreted that the variable teaching experience does not influence the Environmental Attitude of the male teachers of Assamese medium secondary schools in Jorhat, Assam.

b) It is indicated in table 25 (C) that the obtained ‘F’ value is 381.87 regarding the variable of Educational Qualifications, which is higher than the table ‘F’ value 3.98 for 1/72 d.f. at .05 level. It means the mean scores of Environmental Attitude of the male teachers of Assamese medium secondary school belonging to high and low groups of Educational Qualifications group differ significantly. Therefore, the hypothesis has been rejected and interpreted that Educational Qualifications influence the Environmental Attitude of the male teachers of Assamese medium secondary schools in Jorhat, Assam.
c) Table 25 (C) shows that the computed ‘F’ Value came out to be 1.70 regarding the Settlement variable whereas the table ‘F’ value is 3.98 for 1/72 d. f. at .05 level. Here, the obtained ‘F’ value 1.70 is lesser than the table value 3.98. Hence, it is concluded that the mean scores of Environmental Attitude among rural and urban male teachers of Assamese medium Secondary School do not differ significantly. In view of this, the hypothesis is retained and interpreted that the variable Settlement, does not influence the Environmental Attitude of the male teachers of Assamese medium secondary schools in Jorhat, Assam.

d) Further, the table 25 (C) indicates that the obtained ‘F’ values of interactions between Teaching Experience, Educational Qualifications and Settlement, were found 0.73, 381.87 and 1.70 respectively. Although Educational Qualifications shows very high influence on the environmental attitude of Assamese medium Secondary School male teachers the other variables like Teaching Experience and Settlement of teachers does not have any influence therefore it can be concluded that as the interaction between these variables on environmental attitude of Assamese medium Secondary School male teachers are insignificant.

14. The main findings of Environmental Attitude of Assamese medium secondary school female teachers relating to teaching experience, settlement and educational qualifications are as under-

a) Table 26 (C) reveals that the computed ‘F’ value was found 0.08 relating to the variable Teaching Experience, where as the table ‘F’ value is 3.98 for 1/72 d.f. at .05 level of confidence. It means that that obtained F value (0.08) is smaller than the table value 3.98; it is concluded that the mean scores of
Environmental Attitude of the female teachers belonging to Assamese medium secondary school belonging to high and low groups of teaching experience group do not differ significantly. In view of this the hypothesis is retained and interpreted that the variable teaching experience does not influence the Environmental Attitude of the female teachers of Assamese medium secondary schools in Jorhat, Assam.

b) It is indicated in table 26 (C) that the obtained ‘F’ value is 66.13 regarding the variable of Educational Qualifications, which is higher than the table ‘F’ value 3.98 for 1/72 d.f. at .05 level. It means the mean scores of Environmental Attitude of the female teachers of Assamese medium secondary school belonging to high and low groups of Educational Qualifications group differ significantly. Therefore, the hypothesis has been rejected and interpreted that Educational Qualifications influence the Environmental Attitude of the female teachers of Assamese medium secondary schools in Jorhat, Assam.

c) Table 26 (C) shows that the computed ‘F’ Value came out to be 0.29 regarding the Settlement variable whereas the table ‘F’ value is 3.98 for 1/72 d. f. at .05 level. Here, the obtained ‘F’ value 0.29 is lesser than the table value 3.98. Hence, it is concluded that the mean scores of Environmental Attitude among rural and urban female teachers of Assamese medium Secondary School do not differ significantly. In view of this, the hypothesis is retained and interpreted that the variable Settlement, does not influence the Environmental Attitude of the female teachers of Assamese medium secondary schools in Jorhat, Assam.

d) Further, the table 26 (C) indicates that the obtained ‘F’ values of interactions between Teaching Experience, Educational Qualifications and Settlement,
were found 0.08, 66.13 and 0.29 respectively. Although Educational Qualifications shows high influence on the environmental attitude of Assamese medium Secondary School female teachers, the other variables like Teaching Experience and Settlement of teachers does not have any influence therefore it can be concluded that as the interaction between these variables on environmental attitude of Assamese medium Secondary School female teachers are insignificant.

15. The main findings of Environmental Attitude of English medium secondary school male teachers relating to teaching experience, settlement and educational qualifications are as under-

a) Table 27 (C) reveals that the computed ‘F’ value was found 0.29 relating to the variable Teaching Experience, where as the table ‘F’ value is 3.98 for 1/72 d.f. at .05 level of confidence. It means that that obtained F value (0.29) is smaller than the table value 3.98; it is concluded that the mean scores of Environmental Attitude of the male teachers belonging to English medium secondary school belonging to high and low groups of teaching experience group do not differ significantly. In view of this the hypothesis is retained and interpreted that the variable teaching experience does not influence the Environmental Attitude of the male teachers of English medium secondary schools in Jorhat, Assam.

b) It is indicated in table 27 (C) that the obtained ‘F’ value is 118.65 regarding the variable of Educational Qualifications, which is higher than the table ‘F’ value 3.98 for 1/72 d.f. at .05 level. It means the mean scores of Environmental Attitude of the male teachers of English medium secondary
school belonging to high and low groups of Educational Qualifications group differ significantly. Therefore, the hypothesis has been rejected and interpreted that Educational Qualifications influence the Environmental Attitude of the male teachers of English medium secondary schools in Jorhat, Assam.

c) Table 27 (C) shows that the computed ‘F’ Value came out to be 0.05 regarding the Settlement variable whereas the table ‘F’ value is 3.98 for 1/72 d. f. at .05 level. Here, the obtained ‘F’ value 0.05 is lesser than the table value 3.98. Hence, it is concluded that the mean scores of Environmental Attitude among rural and urban male teachers of English medium Secondary School do not differ significantly. In view of this, the hypothesis is retained and interpreted that the variable Settlement, does not influence the Environmental Attitude of the male teachers of English medium secondary schools in Jorhat, Assam.

d) Further, the table 27 (C) indicates that the obtained ‘F’ values of interactions between Teaching Experience, Educational Qualifications and Settlement, were found 0.29, 118.65 and 0.05 respectively. Although Educational Qualifications shows very high influence on the environmental attitude of English medium Secondary School male teachers, the other variables like Teaching Experience and Settlement of teachers does not have any influence therefore it can be concluded that the interaction between these variables on environmental attitude of English medium Secondary School male teachers are insignificant.

16. The main findings of Environmental Attitude of English medium secondary school female teachers relating to teaching experience, settlement and educational qualifications are as under-
a) Table 28 (C) reveals that the computed ‘F’ value was found 0.01 relating to the variable Teaching Experience, where as the table ‘F’ value is 3.98 for 1/72 d.f. at .05 level of confidence. It means that that obtained F value (0.01) is smaller than the table value 3.98; it is concluded that the mean scores of Environmental Attitude of the female teachers belonging to English medium secondary school belonging to high and low groups of teaching experience group do not differ significantly. In view of this the hypothesis is retained and interpreted that the variable teaching experience does not influence the Environmental Attitude of the female teachers of English medium secondary schools in Jorhat, Assam.

b) It is indicated in table 28 (C) that the obtained ‘F’ value is 149.23 regarding the variable of Educational Qualifications, which is higher than the table ‘F’ value 3.98 for 1/72 d.f. at .05 level. It means the mean scores of Environmental Attitude of the female teachers of English medium secondary school belonging to high and low groups of Educational Qualifications group differ significantly. Therefore, the hypothesis has been rejected and interpreted that Educational Qualifications influence the Environmental Attitude of the female teachers of English medium secondary schools in Jorhat, Assam.

c) Table 28 (C) shows that the computed ‘F’ Value came out to be 1.22 regarding the Settlement variable whereas the table ‘F’ value is 3.98 for 1/72 d. f. at .05 level. Here, the obtained ‘F’ value 1.22 is lesser than the table value 3.98. Hence, it is concluded that the mean scores of Environmental Attitude among rural and urban female teachers of English medium Secondary School do not differ significantly. In view of this, the hypothesis is retained and interpreted
that the variable Settlement, does not influence the Environmental Attitude of the female teachers of English medium secondary schools in Jorhat, Assam.

d) Further, the table 28 (C) indicates that the obtained ‘F’ values of interactions between Teaching Experience, Educational Qualifications and Settlement, were found 0.01, 149.23 and 1.22 respectively. Although Educational Qualifications shows very high influence on the environmental attitude of English medium Secondary School female teachers, the other variables like Teaching Experience and Settlement of teachers does not have any influence therefore it can be concluded that the interaction between these variables on environmental attitude of English medium Secondary School female teachers are insignificant.

17. The main findings of Environmental Awareness of Assamese medium secondary school male students relating to socio-economic status, academic achievement and settlement are as under-

a) Table 29 (C) reveals that the computed ‘F’ value was found 0.29 relating to the variable Socio-economic status, where as the table ‘F’ value is 3.98 for 1/72 d.f. at .05 level of confidence. It means that that obtained F value (0.29) is smaller than the table value 3.98; it is concluded that the mean scores of Environmental Awareness of the male students belonging to Assamese medium secondary school belonging to high and low groups of socio-economic group do not differ significantly. In view of this the hypothesis is retained and interpreted that the variable socio-economic status does not influence the Environmental Awareness of the male students of Assamese medium secondary schools in Jorhat, Assam.
b) It is indicated in table 29 (C) that the obtained ‘F’ value is 51.79 regarding the variable of Academic Achievement, which is higher than the table ‘F’ value 3.98 for 1/72 d.f. at .05 level. It means the mean scores of Environmental Awareness of the male students of Assamese medium secondary school belonging to high and low groups of Academic Achievement group differ significantly. Therefore, the hypothesis has been rejected and interpreted that Academic Achievement influence the Environmental Awareness of the male students of Assamese medium secondary schools in Jorhat, Assam.

c) Table 29 (C) shows that the computed ‘F’ Value came out to be 0.87 regarding the Settlement variable whereas the table ‘F’ value is 3.98 for 1/72 d. f. at .05 level. Here, the obtained ‘F’ value 0.87 is lesser than the table value 3.98. Hence, it is concluded that the mean scores of Environmental Awareness among rural and urban students of Assamese medium Secondary School do not differ significantly. In view of this, the hypothesis is retained and interpreted that the variable Settlement, does not influence the Environmental Awareness of the male students of Assamese medium secondary schools in Jorhat, Assam.

e) Further, the table 29 (C) indicates that the obtained ‘F’ values of interactions between socio-economic status, Achievement and settlement, were found 0.29, 51.79 and 0.87 respectively, which are lesser than the criterion ‘F’ value 3.98 for 1/72 d.f. at .05 level of confidence. Although academic achievement shows high influence on the environmental awareness of Assamese medium Secondary School male students, the other variables like socio-economic status and Settlement of students does not have any influence therefore it can be concluded that the interaction between these variables on environmental
awareness of Assamese medium Secondary School male student are insignificant.

18. The main findings of Environmental Awareness of Assamese medium secondary school female students relating to socio-economic status, academic achievement and settlement are as under-

a) Table 30 (C) reveals that the computed ‘F’ value was found 0.02 relating to the variable Socio-economic status, where as the table ‘F’ value is 3.98 for 1/72 d.f. at .05 level of confidence. It means that that obtained F value (0.02) is smaller than the table value 3.98; it is concluded that the mean scores of Environmental Awareness of the Female students belonging to Assamese medium secondary school belonging to high and low groups of socio-economic group do not differ significantly. In view of this the hypothesis is retained and interpreted that the variable socio-economic status does not influence the Environmental Awareness of the Female students of Assamese medium secondary schools in Jorhat, Assam.

b) It is indicated in table 30 (C) that the obtained ‘F’ value is 332.79 regarding the variable of Academic Achievement, which is higher than the table ‘F’ value 3.98 for 1/72 d.f. at .05 level. It means the mean scores of Environmental Awareness of the Female students of Assamese medium secondary school belonging to high and low groups of Academic Achievement group differ significantly. Therefore, the hypothesis has been rejected and interpreted that Academic Achievement influence the Environmental Awareness of the Female students of Assamese medium secondary schools in Jorhat, Assam.
c) Table 30 (C) shows that the computed ‘F’ Value came out to be 0.44 regarding the Settlement variable whereas the table ‘F’ value is 3.98 for 1/72 d. f. at .05 level. Here, the obtained ‘F’ value 0.44 is lesser than the table value 3.98. Hence, it is concluded that the mean scores of Environmental Awareness among rural and urban students of Assamese medium Secondary School do not differ significantly. In view of this, the hypothesis is retained and interpreted that the variable Settlement, does not influence the Environmental Awareness of the Female students of Assamese medium secondary schools in Jorhat, Assam.

d) Further, the table 30 (C) indicates that the obtained ‘F’ values of interactions between socio-economic status, Achievement and settlement, were found 0.02, 332.79 and 0.44 respectively, which are lesser than the criterion ‘F’ value 3.98 for 1/72 d.f. at .05 level of confidence. Although academic achievement shows high influence on the environmental awareness of Assamese medium Secondary School female students, the other variables like socio-economic status and Settlement of students does not have any influence therefore it can be concluded that the interaction between these variables on environmental awareness of Assamese medium Secondary School female student are insignificant.

19. The main findings of Environmental Awareness of English medium secondary school male students relating to socio-economic status, academic achievement and settlement are as under-

a) Table 31 (C) reveals that the computed ‘F’ value was found 0.25 relating to the variable Socio-economic status, where as the table ‘F’ value is 3.98 for
1/72 d.f. at .05 level of confidence. It means that that obtained F value (0.25) is smaller than the table value 3.98; it is concluded that the mean scores of Environmental Awareness of the male students belonging to English medium secondary school belonging to high and low groups of socio-economic group do not differ significantly. In view of this the hypothesis is retained and interpreted that the variable socio-economic status does not influence the Environmental Awareness of the male students of English medium secondary schools in Jorhat, Assam.

b) It is indicated in table 31 (C) that the obtained ‘F’ value is 44.95 regarding the variable of Academic Achievement, which is higher than the table ‘F’ value 3.98 for 1/72 d.f. at .05 level. It means the mean scores of Environmental Awareness of the male students of English medium secondary school belonging to high and low groups of Academic Achievement group differ significantly. Therefore, the hypothesis has been rejected and interpreted that Academic Achievement influence the Environmental Awareness of the male students of English medium secondary schools in Jorhat, Assam.

c) Table 31 (C) shows that the computed ‘F’ Value came out to be 0.76 regarding the Settlement variable whereas the table ‘F’ value is 3.98 for 1/72 d. f. at .05 level. Here, the obtained ‘F’ value 0.76 is lesser than the table value 3.98. Hence, it is concluded that the mean scores of Environmental Awareness among rural and urban students of English medium Secondary School do not differ significantly. In view of this, the hypothesis is retained and interpreted that the variable Settlement, does not influence the Environmental Awareness of the male students of English medium secondary schools in Jorhat, Assam.
d) Further, the table 31 (C) indicates that the obtained ‘F’ values of interactions between socio-economic status, Achievement and settlement, were found 0.25, 44.95 and 0.76 respectively, which are lesser than the criterion ‘F’ value 3.98 for 1/72 d.f. at .05 level of confidence. Although academic achievement shows high influence on the environmental awareness of English medium Secondary School male students, the other variables like socio-economic status and Settlement of students does not have any influence therefore it can be concluded that the interaction between these variables on environmental awareness of English medium Secondary School male student are insignificant.

20. The main findings of Environmental Awareness of English medium secondary school female students relating to socio-economic status, academic achievement and settlement are as under-

a) Table 32 (C) reveals that the computed ‘F’ value was found 0.74 relating to the variable Socio-economic status, where as the table ‘F’ value is 3.98 for 1/72 d.f. at .05 level of confidence. It means that that obtained F value (0.74) is smaller than the table value 3.98; it is concluded that the mean scores of Environmental Awareness of the Female students belonging to English medium secondary school belonging to high and low groups of socio-economic group do not differ significantly. In view of this the hypothesis is retained and interpreted that the variable socio-economic status does not influence the Environmental Awareness of the Female students of English medium secondary schools in Jorhat, Assam.
b) It is indicated in table 32 (C) that the obtained ‘F’ value is 266.81 regarding the variable of Academic Achievement, which is higher than the table ‘F’ value 3.98 for 1/72 d.f. at .05 level. It means the mean scores of Environmental Awareness of the Female students of English medium secondary school belonging to high and low groups of Academic Achievement group differ significantly. Therefore, the hypothesis has been rejected and interpreted that Academic Achievement influence the Environmental Awareness of the Female students of English medium secondary schools in Jorhat, Assam.

c) Table 32 (C) shows that the computed ‘F’ Value came out to be 0.65 regarding the Settlement variable whereas the table ‘F’ value is 3.98 for 1/72 d. f. at .05 level. Here, the obtained ‘F’ value 0.65 is lesser than the table value 3.98. Hence, it is concluded that the mean scores of Environmental Awareness among rural and urban students of English medium Secondary School do not differ significantly. In view of this, the hypothesis is retained and interpreted that the variable Settlement, does not influence the Environmental Awareness of the Female students of English medium secondary schools in Jorhat, Assam.

d) Further, the table 32 (C) indicates that the obtained ‘F’ values of interactions between socio-economic status, Achievement and settlement, were found 0.74, 266.81 and 0.65 respectively, which are lesser than the criterion ‘F’ value 3.98 for 1/72 d.f. at .05 level of confidence. Although academic achievement shows very high influence on the environmental awareness of English medium Secondary School female students, the other variables like socio-economic status and Settlement of students does not have any influence therefore it can
be concluded that the interaction between these variables on environmental awareness of English medium Secondary School female student are insignificant.

21. The main findings of Environmental Attitude of Assamese medium secondary school male students relating to socio-economic status, academic achievement and settlement are as under-

a) Table 33 (C) reveals that the computed ‘F’ value was found 487.47 relating to the variable Socio-economic status, where as the table ‘F’ value is 3.98 for 1/72 d.f. at .05 level of confidence. It means that that obtained F value (487.47) is greater than the table value 3.98; it is concluded that the mean scores of Environmental Attitude of the male students belonging to Assamese medium secondary school belonging to high and low groups of socio-economic group differ significantly. In view of this the hypothesis is rejected and interpreted that the variable socio-economic status influences the Environmental Attitude of the male students of Assamese medium secondary schools in Jorhat, Assam.

b) It is indicated in table 33 (C) that the obtained ‘F’ value is 0.24 regarding the variable of Academic Achievement, which is smaller than the table ‘F’ value 3.98 for 1/72 d.f. at .05 level. It means the mean scores of Environmental Attitude of the male students of Assamese medium secondary school belonging to high and low groups of Academic Achievement group do not differ significantly. Therefore, the hypothesis has been accepted and interpreted that Academic Achievement does not influence the Environmental
Attitude of the male students of Assamese medium secondary schools in Jorhat, Assam.

c) Table 33 (C) shows that the computed ‘F’ Value came out to be 479.23 regarding the Settlement variable whereas the table ‘F’ value is 3.98 for 1/72 d. f. at .05 level. Here, the obtained ‘F’ value 479.23 is greater than the table value 3.98. Hence, it is concluded that the mean scores of Environmental Attitude among rural and urban students of Assamese medium Secondary School differ significantly. In view of this, the hypothesis is accepted and interpreted that the variable Settlement, influence the Environmental Attitude of the male students of Assamese medium secondary schools in Jorhat, Assam.

d) Further, the table 33 (C) indicates that the obtained ‘F’ values of interactions between socio-economic status, Achievement and settlement, were found 487.47, 0.24 and 479.23 respectively. Although socio-economic status and settlement shows very high influence on the environmental attitude of Assamese medium Secondary School male students, the other variable like academic achievement of students does not have any influence therefore it can be concluded that the interaction between these variables on environmental attitude of Assamese medium Secondary School male student are insignificant.

22. The main findings of Environmental Attitude of Assamese medium secondary school female students relating to socio-economic status, academic achievement and settlement are as under-
a) Table 34 (C) reveals that the computed ‘F’ value was found 2.33 relating to the variable Socio-economic status, where as the table ‘F’ value is 3.98 for 1/72 d.f. at .05 level of confidence. It means that that obtained F value (2.33) is smaller than the table value 3.98; it is concluded that the mean scores of Environmental Attitude of the female students belonging to Assamese medium secondary school belonging to high and low groups of socio-economic group do not differ significantly. In view of this the hypothesis is retained and interpreted that the variable socio-economic status do not influences the Environmental Attitude of the male students of Assamese medium secondary schools in Jorhat, Assam.

b) It is indicated in table 34 (C) that the obtained ‘F’ value is 513.22 regarding the variable of Academic Achievement, which is greater than the table ‘F’ value 3.98 for 1/72 d.f. at .05 level. It means the mean scores of Environmental Attitude of the female students of Assamese medium secondary school belonging to high and low groups of Academic Achievement group differ significantly. Therefore, the hypothesis has been rejected and interpreted that Academic Achievement influence the Environmental Attitude of the female students of Assamese medium secondary schools in Jorhat, Assam.

c) Table 34 (C) shows that the computed ‘F’ Value came out to be 3.12 regarding the Settlement variable whereas the table ‘F’ value is 3.98 for 1/72 d. f. at .05 level. Here, the obtained ‘F’ value 3.12 is smaller than the table value 3.98. Hence, it is concluded that the mean scores of Environmental Attitude among rural and urban female students of Assamese medium Secondary School do not differ significantly. In view of this, the hypothesis is accepted and
interpreted that the variable Settlement do not influence the Environmental Attitude of the female students of Assamese medium secondary schools in Jorhat, Assam.

d) Further, the table 34 (C) indicates that the obtained ‘F’ values of interactions between socio-economic status, Achievement and settlement, were found 2.33, 513.22 and 3.12 respectively. Although academic achievement shows very high influence on the environmental attitude of Assamese medium Secondary School female students, the other variables like socio-economic status and settlement of students does not have any influence therefore it can be concluded that the interaction between these variables on environmental attitude of Assamese medium Secondary School female student are insignificant.

23. The main findings of Environmental Attitude of English medium secondary school male students relating to socio-economic status, academic achievement and settlement are as under-

a) Table 35 (C) reveals that the computed ‘F’ value was found 3.53 relating to the variable Socio-economic status, where as the table ‘F’ value is 3.98 for 1/72 d.f. at .05 level of confidence. It means that that obtained F value (3.53) is smaller than the table value 3.98; it is concluded that the mean scores of Environmental Attitude of the male students belonging to English medium secondary school belonging to high and low groups of socio-economic group do not differ significantly. In view of this the hypothesis is accepted and interpreted that the variable socio-economic status do not influences the
Environmental Attitude of the male students of English medium secondary schools in Jorhat, Assam.

b) It is indicated in table 35 (C) that the obtained ‘F’ value is 491.94 regarding the variable of Academic Achievement, which is greater than the table ‘F’ value 3.98 for 1/72 d.f. at .05 level. It means the mean scores of Environmental Attitude of the male students of English medium secondary school belonging to high and low groups of Academic Achievement group differ significantly. Therefore, the hypothesis has been rejected and interpreted that Academic Achievement influence the Environmental Attitude of the male students of English medium secondary schools in Jorhat, Assam.

c) Table 35 (C) shows that the computed ‘F’ Value came out to be 0.98 regarding the Settlement variable whereas the table ‘F’ value is 3.98 for 1/72 d.f. at .05 level. Here, the obtained ‘F’ value 0.98 is smaller than the table value 3.98. Hence, it is concluded that the mean scores of Environmental Attitude among rural and urban male students of English medium Secondary School do not significantly. In view of this, the hypothesis is accepted and interpreted that the variable Settlement, do not influence the Environmental Attitude of the male students of Assamese medium secondary schools in Jorhat, Assam.

d) Further, the table 35 (C) indicates that the obtained ‘F’ values of interactions between socio-economic status, Achievement and settlement, were found 3.53, 491.94 and 0.98 respectively. Although academic achievement shows very high influence on the environmental attitude of English medium Secondary School male students, the other variables like socio-economic status and settlement of students does not have any influence therefore it can be
concluded that the interaction between these variables on environmental attitude of English medium Secondary School male student are insignificant.

24. The main findings of Environmental Attitude of English medium secondary school female students relating to socio-economic status, academic achievement and settlement are as under-

a) Table 36 (C) reveals that the computed ‘F’ value was found 0.14 relating to the variable Socio-economic status, where as the table ‘F’ value is 3.98 for 1/72 d.f. at .05 level of confidence. It means that that obtained F value (0.14) is smaller than the table value 3.98; it is concluded that the mean scores of Environmental Attitude of the female students belonging to English medium secondary school belonging to high and low groups of socio-economic group do not differ significantly. In view of this the hypothesis is accepted and interpreted that the variable socio-economic status do not influences the Environmental Attitude of the female students of English medium secondary schools in Jorhat, Assam.

b) It is indicated in table 36 (C) that the obtained ‘F’ value is 627.43 regarding the variable of Academic Achievement, which is greater than the table ‘F’ value 3.98 for 1/72 d.f. at .05 level. It means the mean scores of Environmental Attitude of the female students of English medium secondary school belonging to high and low groups of Academic Achievement group differ significantly. Therefore, the hypothesis has been rejected and interpreted that Academic Achievement influence the Environmental Attitude of the male students of English medium secondary schools in Jorhat, Assam.
c) Table 36 (C) shows that the computed ‘F’ Value came out to be 1.03 regarding the Settlement variable whereas the table ‘F’ value is 3.98 for 1/72 d. f. at .05 level. Here, the obtained ‘F’ value 1.03 is smaller than the table value 3.98. Hence, it is concluded that the mean scores of Environmental Attitude among rural and urban female students of English medium Secondary School do not significantly. In view of this, the hypothesis is accepted and interpreted that the variable Settlement, do not influence the Environmental Attitude of the female students of Assamese medium secondary schools in Jorhat, Assam.

d) Further, the table 36 (C) indicates that the obtained ‘F’ values of interactions between socio-economic status, Achievement and settlement, were found 0.14, 627.43 and 1.03 respectively. Although academic achievement shows very high influence on the environmental attitude of English medium Secondary School female students, the other variables like socio-economic status and settlement of students does not have any influence therefore it can be concluded that the interaction between these variables on environmental attitude of English medium Secondary School female student are insignificant.

6.12. Educational Implications of the Study:

The present study is an attempt about an important and burning issue of the present century i.e. Environmental Education. The nature of the subject is multi disciplinary and multi dimensional but then environmental education as a whole has how far been effective at the various stage of our educational system is a matter involving a macro study encompassing the different levels of our educational system. Due to the
paucity of time only a small area of the issue could be studied and a few important educational implications of this study have been put as under-

1. Environmental education is an important area of study because rapid growth of pollutants on environment owing to undesirable human activities has created threat to the lives of even the most interior and in accessible parts on earth. It is believed that the data’s collected and the generalizations made on the environment would be used as an input in bringing changes or modifications in the environmental programs of Assam state.

2. This study may be considered as an input for the planers and administrators who is involved in the planning and programming on environmental education.

3. The bio-physical properties of the earth and its interaction with life is a complex matter involving various discipline and expertise but then the awareness and attitude of people on the addition of unwanted substances and its impact on quality of life is a matter needs to be studied on the population of various geographical setting in the different regions of India. Crores of rupees has already been spent to develop environmental awareness through educational institutions this study is an attempt to understand the impact of environmental education on the students.

6.13. Suggestions for Further Studies:

The present study has been made with every care and after completion of this piece of research work it is felt that much needs to be done. The suggestions for further studies are put as under:
1. An environmental awareness test may be constructed and standardised for administering on the population of Assam State. For such study larger sample is needed and it is time consuming but then without increasing peoples participation bringing changes in the environment would be impossible. Therefore the said study may be considered as a beginning in this direction.

2. The relevance and effectiveness of environmental curriculum at the various levels of our educational system may be studied for the enhancement of quality of environmental education.

3. More activity based environment education curriculum needs to be developed for increasing the interest among people to study the environmental problems at micro level so that the local environmental problems can be studied and documented for further use.

4. A comparative study on environmental awareness among the population of the various states of north-eastern states of India can be made since the environmental problems of these places are identical.

5. The effective methods of teaching environmental education can be considered as an important area where no study has so far been made on the north eastern region of India.
References:


