CHAPTER V

FINDINGS, CONCLUSIONS AND SUGGESTIONS

5.1. INTRODUCTION

The present study has attempted to find out the awareness of Environmental into the undergraduate students of Thoothukudi area. Introduction for the present investigation was discussed in Chapter I. The review of literature having relevancy with the problem under study was reviewed in Chapter II. Ratotionale for the study, Statment of the problem, Objectives, Hypotheses, nature of the sample, tool description, procedure of data collection, limitations and statistical techniques were discussed in Chapter III. Analysis of data was presented in the form and interpretations were also given in Chapter IV. In the this chapter, the results have been discussed according to the hypotheses and the conclusions are arrived on the basis of them. Suggestions for further study are also presented in this chapter.

5.2. FINDINGS

1. There is no significant difference in the mean scores of students in general information with respect to sex.

2. There is no significant difference in the mean scores of students in General information with respect to Locality.
3. There is no significant difference in the mean scores of students in general information with respect to religion.

4. There is no significant difference in the mean scores of students in general information with respect to medium of Instruction.

5. There is no significant difference among of the students of general information with respect to type of college.

6. There is no significant difference among the students of general information with respect to educational qualification of their parents.

7. There is significant difference among the students of general information with respect to caste.

8. There is no significant difference among the students of general information with respect to their parents annual income.

9. There is no significant difference in the mean scores of students in Air and Environment with respect to sex.

10. There is no significant difference in the mean scores of students in Air and Environment with respect to locality.

11. There is no significant difference in the mean scores of students in Air and Environment with respect to religion.

12. There is no significant difference in the mean scores of students in Air and Environment with respect to medium of instruction.

13. There is no significant difference among the students of air and environment with respect type of college.
14. There is no significant difference among the students of air and environment with respect to educational qualification of their parents.
15. There is significant difference among the students of air and environment with respect to caste.
16. There is no significant difference hypothesis, among the students of air and environment with respect to their parents annual income.
17. There is significant difference in the mean scores of students in water and environment with respect to sex.
18. There is no significant difference in the mean scores of students in water and environment with respect to locality.
19. There is no significant difference in the mean scores of students in water and environment with respect to religion.
20. There is no significant difference in the mean scores of students in water and environment with respect to medium of instruction.
21. There is significant difference among the students of water and environment with respect to type of college.
22. There is no significant difference among the students of water and environment with respect to educational qualification of their parents.
23. There is no significant difference among the students of water and environment with respect to caste.
24. There is no significant difference among the students of water and environment with respect to their parents annual income.
25. There is no significant difference in the mean scores of students in noise and environment with respect to sex.

26. There is no significant difference in the mean scores of students in noise and environment with respect to locality.

27. There is no significant difference in the mean scores of students in noise and environment with respect to religion.

28. There is no significant difference in the mean scores of students in noise and environment with respect to medium of instruction.

29. There is significant difference among the students of noise and environment with respect to type of college.

30. There is significant difference among the students of noise and environment with respect to educational qualification of their parents.

31. There is significant difference among the students of noise and environment with respect to caste.

32. There is significant difference among the students of noise and environment with respect to their parents annual income.

33. There is no significant difference in the mean scores of students in chemicals and environment with respect to sex.

34. There is significant difference in the mean scores of students in chemicals and environment with respect to locality.

35. There is no significant difference in the mean scores of students in chemicals and environment with respect to religion.
36. There is no significant difference in the mean scores of students in chemicals and environment with respect to medium of instruction.

37. There is significant difference among the students of chemicals and environment with respect to type of college.

38. There is no significant difference among the students of chemicals and environment with respect to education qualification of their parents.

39. There is significant difference among the students of chemicals and environment with respect to caste.

40. There is significant difference in the among the students of chemicals and among the students of chemicals and environment with respect to their parents annual income.

41. There is no significant difference in the mean scores of students in total scores with respect to sex.

42. There is significant difference in the mean scores of students in total scores with respect to locality.

43. There is no significant difference in the mean scores of students in total scores with respect to religion.

44. There is no significant difference in the mean scores of students in total scores with respect to medium of instruction.

45. There is significant difference among the students of total scores with respect to type of college.
46. There is significant difference among the students of total scores with respect to educational qualification of their parents.

47. There is significant difference among the students of total scores with respect to caste.

48. There is no significant difference among the students of total scores with respect to their parents annual income.

5.3. CONCLUSIONS AND DISCUSSIONS

From the comparison of the mean scores the test on "General information" with respect to Sex, Locality, Religion and Medium of Instruction, it is observed that there is no significant difference among the students. They are found to the in equal standard in the General Knowledge. At the same time when compare the test scores, it is also found that OC students acquired more general information than that of BC students. Thus there is significant difference exists between OC and BC students in the analysis of variance with respect to caste.

It is also observed than the analysis of variance that the OC students have better understanding than that of BC students and also better than SC students.

In the case of ideas about "Water and environment", it reveals the fact that there is significant difference with respect to sex. The men
college students are more excellent than Girl college students on the ideas on "Water and Environment" when we analyse the mean scores of the students. It is obvious from the analysis of variance that the OC students are having better understanding on "Water and Environment" than SC students.

In the views on of "Sound and environment", the analysis indicates that the men college students are having better idea on "Sound and environment" than co-education college students and also it is found that the OC students are better in standard when compared to BC and SC students. While taking the analysis on "Chemical and Environment" there is significant difference between urban and rural students. The urban students are found to be in better position than rural students. From the analysis of variance, it is understood that OC students are better than BC and SC students in the knowledge about chemical and environment.

As a whole, there is significant difference in all round growth between rural and urban students. The rural students are found to be better in all round development than the urban students. And also, the analysis of variance unveils the fact that the OC students are better than BC and SC students in all round development.
5.4. EDUCATIONAL IMPLICATIONS

An aimless life is miserable. Everyone should have a goal, high and noble. Efforts should be directed to realise that goal. Education helps an individual to move towards the set goal and it may be said that people reach their goals by following clear cut paths. Education plays a keyrole to realise objectives.

Education is a form of human interaction. Birds, Animals and insects lead their lives guided mostly by biological inheritance. That is, what is required, is passed on through genes. They know how to raise young ones, search for food and protect their spheres of operation through in born patterns. No body teaches a fish how to swim, and no one guides a bird in flying.

But this does not apply to human beings. The educational institution where students attend served by and large as formal centres of learning for preparing them for the large life outside academic premises later.

Education is the process of developing the all round personality of an individual. Every system of education must try to promote values and morals which are essential for healthy growth. Education can only help to build the sensitives, intelligence and general awareness.
Our system of education should be capable of men and women who have the capacity to appreciate the subject as students which would help them to contribute to the development of the other areas of human knowledge. They will then be better equipped to deal with the intricate problem of the society at any point of time. This is what “Education”, which is the prime instrument of human purpose, is all about.

5.5. SUGGESTIONS FOR FURTHER RESEARCH

1. The study of awareness towards environment education may be done in primary school level.
2. The similar type of research may be undertaken in middle school level.
3. The same type of investigation may be done in higher secondary schools.
4. The study of awareness towards environmental education may be extended to the students of technical education and post graduate level students.